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LINCOLN AND CHICAGO	<i>Paul M. Angle</i>	81
PERMANENT VALUES FROM THE STUDY OF MATHEMATICS	<i>Howard F. Fehr</i>	84
EDUCATION DEVELOPS DEMOCRATIC IDEALS	<i>Isolina Ribeiro Flores</i>	90
CHICAGO, "MILK CAPITAL" OF THE NATION	<i>Barbara Margerum</i>	93
THE ATHLETIC COACH — A LEADER OF DEMOCRACY?	<i>Isadore Salario</i>	98
GAS SERVICE IN CHICAGO	<i>William Helme</i>	100
YOUR CHICAGO POLICE DEPARTMENT	<i>P. J. Kissane</i>	104
NOTES FROM THE FIELD — GOOD BOOKS FOR SLOW READERS	<i>Helen Atkinson</i>	107
RECENT AND REMEDIAL HIGH SCHOOL FICTION	<i>Miriam E. Peterson</i>	109
NEW TEACHING AIDS	<i>Edited by Joseph J. Urbancek</i>	112
NEWS	<i>Edited by George J. Steiner</i>	117
PERIODICALS	<i>Edited by George W. Connelly</i>	119
BOOKS	<i>Edited by Ellen M. Olson</i>	121

IN OUR NEXT ISSUE

THE FORESTS
PRIMEVAL

FRED M. PACKARD

THIRTY YEARS
OF SPEECH TRAINING

CHARLES E. IRVIN

UTILIZING VIDEO
PHOTOGRAPHY

PHILIP LEWIS

EVALUATING
CHILDREN'S BOOKS

MARY K. EAKIN

LINCOLN AND CHICAGO

PAUL M. ANGLE

DIRECTOR OF THE CHICAGO HISTORICAL SOCIETY

“WHY,” our visitors occasionally ask, “should the Chicago Historical Society have such a large Lincoln collection?”

To that question we could make several answers. We could point out, first of all, that Lincoln was one of the Society's earliest honorary members. We could reply that it is eminently proper for an institution located in Lincoln Park, close to the most famous of all Lincoln statues, to emphasize the life of Lincoln. Or we could say that the Society is concerned with American history, and that no organization cultivating that field can assign to Abraham Lincoln a minor place in its scheme of operations.

Our primary reason, however, is one that is sounder, historically, than any of the foregoing. We give Abraham Lincoln a place of honor in our museum and library because his associations with Chicago covered a longer period, and were far more important during the critical years of his career than most people realize. They were so close, in fact, and so numerous that he can almost be called the city's own.

Lincoln made his first visit to Chicago in the summer of 1847, when he was thirty-eight years old. Appropriately, he arrived in the city on the Fourth of July. The occasion was the River and Harbor Convention, a gathering called to protest President Polk's veto of a bill providing federal funds for harbor improvements at Chicago and other lake ports. The young city—its population was then about 25,000—invited all who opposed the veto to send delegates to a protest meeting. Thousands responded. The visitors filled every room in the city, paraded the streets, listened to an almost endless succession of speeches, and passed sharp resolutions

asserting that it was the business of the federal government to foster rather than throttle internal commerce.

Lincoln attended the River and Harbor Convention as a delegate from Sangamon County, Illinois. Doubtless he would have been unnoticed were it not for the fact that he had been elected to Congress during the preceding summer. As it was, only one newspaper—the *Chicago Journal*—mentioned him. Its editor wrote:

Abraham Lincoln, the only Whig representative to Congress from this state, we are happy to see in attendance upon the Convention. This is his first visit to the commercial emporium of the state We expect much from him as a representative in Congress, and we have no doubt our expectation will be more than realized, for never was reliance placed in a nobler heart and a sounder judgment. We know the banner he bears will never be soiled.

That is all we know of Lincoln's first visit to Chicago except that years afterward Elihu B. Washburne described him as having been dressed for the occasion in “a short-waisted, thin swallow-tail coat; a short vest of the same material; thin pantaloons, scarcely coming down to his ankles; a straw hat; and a pair of brogans with woolen socks.”

Inconspicuous then, Lincoln quickly became a familiar figure in the metropolis of Illinois. He finished his one term in Congress disappointed with the record he had made, and determined to practice law as he had never practiced before. Soon he was visiting Chicago once or twice a year and staying weeks at a time, usually to try cases in the United States courts. Some of the litigation with which he was connected was of paramount importance. One case, for example, had to do with much of the most valuable real estate in the young but growing city of Peoria. Another, the “Effie Afton” case, concerned the right of



Courtesy of the Chicago Historical Society

The Emancipation Proclamation Signed

a railroad to bridge a navigable stream, in this instance the Mississippi River at Rock Island. A third case involved title to important accretions of land on Lake Michigan north of the Chicago River. Lawsuits of this importance showed clearly that within a few years of his first visit, Lincoln had become one of the leaders of the Illinois bar.

It is clear that when he was in Chicago Lincoln enjoyed himself. He was often entertained at teas and dinners in the homes of such leading citizens as Gurdon S. Hubbard and Isaac N. Arnold. He liked the theater, and attended it whenever he could. In the diary which a fellow-lawyer kept are numerous entries such as this for July 8, 1857: "At night Bushnell, Lincoln and myself went to the theatre

and heard Burton in the Toodles," and this for July 13 of the same year: "At night Lincoln and myself went to the Theatre and saw Burton in the character of Capt Cuttle in the play of Dombey and Son." Another friend of Lincoln's recalled attending a performance of Rumsey and Newcomb's Minstrels with him in the spring of 1860, shortly before he was nominated for the Presidency. The hit of the show was a new song, "Dixie's Land." As the black-faced minstrels marched around the stage to its lively strains Lincoln clapped his huge hands and called out repeatedly, "Sing it again! Sing it again!"

Five years later, one day after Lee surrendered to Grant at Appomattox Court House, a jubilant crowd gathered at the White House and called for the President.

Lincoln appeared. Good-humoredly, he refused to make a speech. Instead, he asked the band to play "Dixie." "I thought 'Dixie' one of the best tunes I ever heard," he said. "I had heard that our adversaries over the way had attempted to appropriate it. I insisted yesterday that we had fairly captured it." So the band struck up "Dixie," the Confederate war song that Lincoln had first heard in a Chicago music hall.

CHICAGO BECOMES CAMPAIGN CENTER

Between the fall of 1848, when Lincoln made a speech before a Whig rally at the Cook County Court House which the *Chicago Journal* characterized as "one of the very best we have heard or read, since the opening of the campaign," and the spring of 1859, when he helped the Republicans to celebrate their victory in the city elections of that year, Lincoln made eight major political addresses in Chicago. The most important was his speech of July 10, 1858, which was really the first of the famous Lincoln-Douglas debates of that year, though not technically a part of the series. Douglas, up against the fight of his life, had spoken from the balcony of the Tremont House on the preceding evening. On the tenth, at the same place, Lincoln answered his rival, outlining the issues which he was to develop in almost four months of strenuous campaigning.

Two weeks later a famous letter, postmarked "Chicago, Illinois, July 24, 1858," went from Lincoln to Douglas:

My dear Sir: Will it be agreeable to you to make an arrangement for you and myself to divide time, and address the same audiences during the present canvass? Mr. Judd, who will hand you this, is authorized to receive your answer; and, if agreeable to you, to enter into the terms of such arrangement.

That letter resulted in the Lincoln-Douglas debates from which Douglas won re-election to the United States Senate, the immediate prize, and Lincoln won the national reputation which made possible his nomination for the Presidency two years later. Hence the letter can be said to

have been the forerunner of the bedlam that broke loose in Chicago on May 18, 1860. For two days the Republican National Convention had been in session in the Wigwam at the corner of Market, now West Wacker Drive, and Lake streets. Just before noon on the eighteenth a cannon fired the first shot of a salute that was the pre-arranged signal of Lincoln's nomination. At once Chicago proceeded to go mad. Bands marched through the streets at the head of impromptu processions, sober citizens shouted for sheer joy, and all afternoon and far into the night bars did the biggest business in their history.

In 1860 it was considered good form for a candidate to stay away from the convention which might nominate him, and, if he was successful, to act as if the whole business was a complete surprise. Consequently, Lincoln waited in Springfield for the committee that was to notify him of the happy outcome. When he refrained from making speeches in the ensuing campaign he observed another now-outmoded political convention. But he did make one more visit to Chicago, and that, except for a short trip to the home of his stepmother, was his only departure from Springfield between the time of his nomination and the beginning of his inaugural journey. For five days, in November, 1860, he stayed at the Tremont House, becoming acquainted with his running-mate Hannibal Hamlin, conferring with Republican leaders, receiving admirers, and enjoying the sights of the city with Mrs. Lincoln.

After his departure on the morning of November 26, 1860, Chicago was to have only one more view of Abraham Lincoln. That was to last from 4:00 p. m. May 1, 1865, until 8:00 p. m. of the following day. For twenty-eight hours his body lay in state in the courthouse, and an endless procession looked on his face for the last time. Men who had seen royal funerals could and did say that never in their experience had they witnessed such heart-felt grief.

To memorialize suitably this great American whose associations with Chicago were so numerous and intimate, the Chicago Historical Society has created a number of permanent Lincoln exhibits. Lincoln Hall, on its top floor, is dominated by Gutzon Borglum's fine sculptured head of Lincoln and by G. P. A. Healy's painting of the President seated. In the center of the room four cases constitute a sort of illustrated life of Lincoln; around the walls are other cases in which his own letters and many articles closely associated with him in life are displayed. The piano used by Mrs. Lincoln in the White House stands in the center of the Hall; against one wall is the table on which the Proclamation of Emancipation was drafted.

Two period rooms nearby recreate the atmosphere of Lincoln's time. One is a replica of the parlor in Lincoln's Springfield home, the room in which the official notification committee from the Chicago convention informed him that he had been nominated as the Republican party's candidate for the Presidency. The other is a replica of the room in the Petersen house in Washington in which he died. Here may be seen the bed on which he breathed his last, as well as other pieces of the original furniture.

On the ground floor a series of dioramas — models in three dimensions — depict twenty episodes in Lincoln's life. Colorful, beautiful, accurate to the last detail, they comprise one of the finest museum exhibits in the world. It is not too much to say that the person, young or old, who studies them carefully will acquire a more realistic understanding of Lincoln's life and times than he is likely to derive from many hours of reading.

The society's library houses a good working collection of books about Lincoln, many original manuscripts of his own and of his contemporaries, and the Chicago newspapers of his period.

This is not to say that the Society's Lincoln exhibits and its library collections constitute an adequate memorial. The only true memorial to Abraham Lincoln is the memorial which his fellow-countrymen create when they emulate his own great qualities — his gentleness, his honesty, his commonness, his tolerance, his steadfastness, his never-wavering faith in democracy. That emulation is made easier for Chicagoans by the fact that he is no remote, unrecoverable personage in history, but a man who walked the streets of our own city.

PERMANENT VALUES FROM THE STUDY OF MATHEMATICS

HOWARD F. FEHR

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

WE who are now teaching and training teachers received our instruction, fifteen, twenty, or thirty years ago from instructors who in turn had received their training and concepts of education back in 1890 or 1900. What has been our permanent inheritance from this past continuity of educational experience? What is it that we have retained and found valuable, and how have we been

shaped into what we are today insofar as we are an outcome of our formal educational training? In seeking answers to these questions we may learn something that can guide us in our educational planning today. For we must remember that we are, in part, preserving this continuity of our cultural heritage. We are teaching youths who in twenty-five years, in the years 1975 on, will be guiding the

destinies of civilization. What will they have retained at that time either in skills, in concepts, or in mental behavior as a result of our present teaching and their present study? What kind of problem solvers will there be in the year 1975?

We must teach, and our pupils must study for the future. The present is merely preparation toward a richer and a more responsible adult life. Hence we can not help being primarily concerned with the permanent or lasting values that accrue to the youth as they pursue their present educational program. If we succeed in what we teach and how we teach, the ultimate result will be mature, capable citizens. Whatever is forgotten or cast aside, as our students grow and develop into men and women with responsibilities to carry out and with problems to solve, if it is to be of any value must in some way have contributed to that which is retained, enhanced, and used. What is to be retained and what molds youth into responsible and capable adulthood are the important aspects to be considered in shaping our educational program.

Mathematics, and indeed most subject matter fields, can contribute permanent values in at least two fundamental ways: (1) in giving a deeply understood body of subject matter, skills, and concepts that must be retained and applied in daily life; and (2) in developing mental behavior, that is in the molding of attitudes, appreciations, ways of thinking, and problem solving techniques, that will serve man in understanding and explaining himself, his society, and his environment.

It is on the means of procuring these permanent values of mathematics that this article is concerned. On February 14, 1950, a few people memorialized the hundredth birthday of a great engineer and educator who fifty years ago startled the mathematical world by his attack on the lack of values then attaining in the study of mathematics. John Perry, addressing the mathematical section (A)

and the education section (L) of the British Association, condemned both the organization of the subject matter and the methods of teaching then used in the English schools. His remarkable report and suggested curriculum should be read by every mathematician and every mathematics teacher. A year later in America, E. H. Moore in a presidential address to the American Mathematical Society took up Perry's program and advocated an even greater change in instruction than Perry. Briefly, these men objected to the rigorous compartmentalization of mathematics into arithmetic, algebra, geometry, and trigonometry, and also to the stress on the deductive formal foundational point of view governing mathematics instruction. They recognized that less than 1 per cent of the youth achieved any lasting value from the subject other than passing examinations to graduate. To remedy the situation they proposed a correlated program of all branches of mathematics, including physics, to be taught from an inductive point of view, and related directly, wherever possible, to experience. At that time this was a new emerging philosophy of learning, exemplified in the writings of William James and John Dewey.

From 1900 to 1920 a few attempts were made to create a correlated program both in the high school and college. Geometry and algebra were studied simultaneously; numerical trigonometry was introduced in algebra and geometry; and Woods and Bailey wrote a combined book for college students on analytic geometry and the calculus, which was followed shortly by a college text on mathematical analysis by Griffith. Despite these attempts actually very little happened in the country as a whole. The per cent of failures in mathematics study rose to an all time high and the problems of educational values achieved from mathematics study grew greater, so great that in 1917 the Mathematical Association appointed a com-

mittee to study the reorganization of mathematics instruction.

The report of this committee, published in 1923, must be rated as one of the finest contributions toward the development of a useful mathematical educational program. Their permanent goals were listed under the categories of practical disciplinary, and cultural, and even today many reports both in mathematics and other fields of study retain this classification of aims. To obtain these values the report listed a number of plans of organization in which the subject matter was still compartmentalized, but the several compartments were taught each year, with, however, a certain compartment receiving greatest emphasis in a given year of study. The greatest effect, however, was the report's recommendation that the function concept be the unifying element in all mathematics instruction. This was to be the means to useful and permanent values of mathematical study. The report had a tremendous effect on the rewriting of texts and curricula, and culminated in the *Ninth Yearbook of the National Council of Teachers of Mathematics* on the function concept, a book of tremendous possibilities but as yet of little effect in shaping mathematics instruction.

Did the report succeed in getting better mathematical instruction? Only to a very small extent. For no sooner had it been issued than our secondary schools became crowded with a type of youth who before this time had never continued in secondary school. The plans, all of them, failed to give either temporary or permanent values for these new students. In a desperate attempt to do something two movements took place: (1) a purging from the curriculum of the more rigorous and abstract aspects of geometry and algebra until very little of real mental challenge was left; (2) an attempt to make mathematics an elective instead of a compulsory subject as hitherto.

The elective aspect resulted in a tremendous drop in the per cent of youth studying mathematics. For the greater proportion of high school pupils, the problem of permanent values had, and even today continues to have, no meaning. They do not study it. This, in the writer's opinion, is a tragedy. It is not by any means the fault of educators alone, whom we are accustomed to blame, but is largely the fault of those responsible for mathematics education programs. They have failed to produce a program that insures sufficient values from its study. The true educator will welcome, and sees vital need for, mathematics instruction that is useful in the later life of the individual. There is much evidence that our instruction the last twenty years has had very little positive and permanent value.

About 1930 a new attempt was made to organize mathematics into a correlated and integrated or fused subject, and texts began to appear on general mathematics. At the same time experience programs of education were initiated, especially by the Progressive Education Association, and larger concepts of mathematics were proposed as areas around which a more functional and permanent learnings program could be developed. For this group the concepts of formulation, solution, data, approximation, function, operation, proof, and symbolism were fundamental. The pupils were to learn the nature of mathematics. The idea carried on into the college where there was also a rising awareness of the valuelessness of mathematics instruction to most of the students. There appeared, and are still appearing, texts on nature, purpose, and cultural aspects of mathematics as one-year terminal courses. These programs, the philosophy of which was expressed a half century ago by John Dewey but frequently misinterpreted in practice, were not adopted in many schools; in most schools they were actually rejected. The *Fifteenth Yearbook of the National Council of Teachers of*

Mathematics, a joint report of the Council and the Association, was in effect a rejection of the Progressive Education Association proposal in favor of a more direct compartmental and deductive development of the several subjects.

The war again brought forth the tremendous lack of any permanent mathematical learning of our youth. They had no concepts, had lost much skill, and had completely forgotten algebraic algorithms. During and after the war we made an examination of our teaching, culminating in the now famous *Second Report on Post-War Plans*. This report deals with methods of teaching as well as organization of subject matter. In larger measure it deals with the problem of more functional and more permanent values from the study of mathematics.

STRESS ON CORE PROGRAMS

However, today a larger group of educators and curriculum specialists are taking a broader view of organization of subject matter. They propose and have initiated programs throughout the country in which integration takes place, not within the field of a subject but throughout all subject matter fields as they are found related in life problems. It is referred to as a core, common learnings, or general education program. It is their assumption that by using all knowledge indiscriminately, that is, through an organizing of knowledge by solving life problems, we shall gain new knowledge and permanent mental processes for solving problems that arise in later life experiences. Subject matter lines are to disappear. Here we stand today, and mathematics teachers are sincerely and correctly worried about the place of mathematics in these core programs.

It would appear that if various organizations of subject matter within the field of mathematics itself have failed to solve our problem of more permanent learning, then an even larger organization or integration between fields of knowledge could

hardly be the answer. And though we are all concerned with a better educative process, we can not to some degree help being fearful of what will happen to our cherished subject mathematics. The writer feels confident that there is no need for worry. Our society, our scientific culture, our business and professional people, every aspect of our modern life demand that mathematics, to varying degrees, must be studied by all the youth, boys and girls. The very nature of the subject, and the way it is applied, demand that it be taught as one of the structures of knowledge and not as a piece-meal part of all knowledge. Mathematics must and will continue to be one of the greatest subjects of instruction. More and more of our youth will study it. All that society will demand is that better values be achieved from its study in the future than has been the case in the past. To secure greater value is our problem.

The very fact that different organizations of subject matter have failed to solve our problem should indicate that other aspects of permanent learning may be involved. Perhaps how we teach and how children learn are of equal significance to subject matter in developing an educational program. Thus methods of teaching and psychology of learning are, and must continue to be, ever growing and deeper scholarly pursuits of those who would be truly interested in the future of mankind. This is not to say that knowledge and organization of mathematics are not important to our problem. They are important, for the evidence of man's development has clearly shown that multiplicity of facts soon becomes overwhelming until these facts are organized and structured into some system. It is the system that becomes our reservoir of knowledge upon which we draw to solve our daily problems.

If we were to consult the citizens today to discover what permanent values they obtained from their study of mathematics, as some investigators have done, the result

would be most disheartening. About 1 per cent of all the population would be expert in mathematical knowledge because of their vocational pursuits: scientists, engineers, mathematicians, and teachers of mathematics. Another 5 per cent would know something about what they studied and feel that it serves them in understanding the progress of civilization. The remainder of the populace, including a large per cent of the college trained citizens, express either fear, hate, frustration, avoidance, or awe. These attitudes can not be attributed to the subject, but must be attributed to the experience the individuals had in their early study of the subject.

ACQUIRING PERMANENT VALUES

To remove this situation, the following suggestions are put forth to aid in obtaining favorable values for all those who study mathematics, and this should mean all secondary school youth. The use and place of motivation, attitudes, needs, individual abilities, drill, skills, concepts, and so on are all involved. However, at the risk of writing about an overworked term, the suggestions shall be confined to meaning or understanding. Unless the mathematics presented in the classroom can be related by every student to something concrete or something he has already learned and understood to the extent that he can use it intelligently, we can not hope for any permanent value. The pupil must be successful in his initial learning and he can only be so insofar as the material becomes meaningful in some sense. To illustrate, consider positive and negative numbers and the excellent way we introduce these numbers today. In newspapers, on the radio, in daily life these numbers are used and understood because of their direct relation to distance, money, weights, velocities, etcetera. Although adults can not give you the formal rules for operating with these numbers when confronted with a problem involving them, they can, for the most part, give the

correct answers because they have retained a concept of positive and negative. Contrast this with operations on complex numbers, $a + bi$, usually a meaningless manipulation of symbols to most pupils and totally forgotten by college students and adults. Yet if we associate these numbers with their indigenous geometric properties of "angle" and "distance" — "amplitude" and "modulus" — and their applications involving angle and modulus, we find not only pleasure but lasting concepts on the part of the students. All our mathematics should be taught in the high school by relating the abstractions to that which is already understood or whenever possible directly to experience.

A second suggestion is that mere drill in the operations is for the most part a meaningless game for most pupils and of no lasting value. We must have our students operate and compute, for it is in these processes that some of the deeper concepts of mathematics can be brought forth. But it is more important to have our students study why we operate the way we do. Contrary to those who would

make $\frac{a}{b} + \frac{c}{d}$ a game to be played in deductive logic, I would suggest we relate this operation back to the arithmetic of the elementary school and even to concrete objects of which certain parts are taken, in a manner that will establish in the minds of our pupils some sense and experiential meaning to what they are doing. Logical deduction is to be the end process of learning not the initial or developmental process. Thus it is not the number of fractions we add by some mystical process that will guarantee a knowledge of algebra several years later as the student begins his study of calculus, but it is the degree to which the pupil understands what a fraction can be and what the operation of addition or multiplication can be made to mean. This calls for practice of the several different operations with fractions in various and interchanged

situations, and the study of the inter-relatedness of the operations with fractions. It calls for an understanding.

The next suggestion is most significant for all learning. Unless a student, in some way, discovers relations for and by himself, the learning will be of a superficial type. Telling is not teaching, and listening, alone, is not learning. In a sense, the only things we know we have discovered for ourselves. Only insofar as we relate *by our own volition* that which is new to that which we already know, can we come to discover what the new is all about. We should have our students experiment in mathematical situations, draw and test conclusions, apply the conclusions to other situations, and eventually come to relate the conclusion in some form of deductive, systematic organization of our knowledge. An experimental, creative approach to learning mathematics, where students ask and answer their own questions, under teacher guidance, is a productive way to real learning. Such learning always gives rise on the part of the student to new questions. As Rapaport has said in his *Science and the Goals of Men*, "Permanent values of an orientation lie not in the number of questions answered but by the variety, abundance, and meaningfulness of the unanswered questions that it gives rise to." In a live mathematics class all pupils are busily raising one new question after another concerning the material they are learning. All of this is best typified in Max Wertheimer's *Productive Thinking*, a book that should be read over and over again by every mathematics teacher. You may not agree with all the psychological aspects of mathematics learning that are in that book, but you can not deny the implications therein for real understanding and permanent values.

All of these suggestions are probably combined in one, namely that permanent values of mathematical study are achieved through problem solving. The term is used in its broader psychological sense

rather than in the usual mathematical sense, although we should encourage an extension of our present mathematical sense. A problem is a situation demanding an explanation or solution. Thus how we add and what the addition facts are can be a problem to a six-year-old if and when he wants to know the answer. If he solves the problem himself under guidance and achieves a result by what Miss Hendrix has called "unverbalized awareness of a generalization," he has made a discovery which I believe has more aspects of permanency in it than the mere telling of the facts to the child. The same is true for studying theorems in geometry or deriving formulas in trigonometry. We must make the learning of mathematics a problem which the student is able to and desires to solve.

In this sense then, he will also discover when and when not he is able to solve a problem, when there are insufficient data, and when and how the mathematics can be applied to so-called verbal problems. Thus the problem, "Five men received \$250 for their weekly work; what did each receive?" has an answer in most mathematics classes, but has insufficient data for solution for a real problem solver. We must know more about how the money is to be divided. The problem, "The difference of the squares of two numbers is equal to the difference of the numbers; what are the numbers?" usually brings forth a reply of insufficient data — indeterminacy — or that the numbers are equal, but seldom the fact that the sum of the numbers may also be one. If we make everyone of our classes a laboratory for conducting experiments in thinking, in mathematical problem solving, we can hope for more permanent values and more lasting results in the minds and in the actions of our students. What values? Let John Perry speak again:

In producing the higher emotions and giving mental pleasure. (Appreciation)

In brain development. In producing logical ways of thinking. (Both inductive and deductive)

In the aid given by mathematical weapons in the study of the sciences. (That is a structure of mathematics as a model)

In giving men mental tools as easy to use as their legs or arms; enabling them to go on with their education throughout their lives, utilizing for this purpose all their experience. (Problem solving)

In teaching a man the importance of thinking things out for himself and so delivering him from the dreadful yoke of authority, and

convincing him that, whether he obeys or commands others, he is one of the highest of beings. (Attitudes)

In making men in any profession feel that they know the principles on which it is founded and according to which it is being developed. (Confidence)

In giving to acute philosophical minds a logical counsel of perfection altogether charming and satisfying and at the same time so preventing their attempting to develop any philosophical subject from the purely abstract point of view, because the absurdity of such an attempt is now obvious.

EDUCATION DEVELOPS DEMOCRATIC IDEALS

ISOLINA RIBEIRO FLORES

HYDE PARK HIGH SCHOOL

FOR many years the writer has been trying to correlate the teaching of Spanish with a deeper understanding of the geography, history, customs, and ideals of the countries where Spanish is spoken, particularly of Latin America. As a native of Uruguay and a resident of the United States for many years, I have been saddened often by the realization that people in this country know very little about the countries "south of the border." Recently, when our attention was called to the Statement of Philosophy for the Chicago Public Schools, I noted that item two expressed an aim that has been uppermost in my list of language objectives:

The democratic ideals which the schools seek to develop include a profound respect for the dignity and worth of every human being regardless of physical, racial, religious, economic, social, or national background; a recognition of equality of opportunity for all; an acceptance of all the implications involved in the ideal of justice for all; and an appreciation of the fact that a variety of talents contributes to the common welfare.

Fortunately, most students are eager to learn about Latin-America. Students of high school age are mentally flexible and

their thinking is progressive. Ideologies are made possible because the students can reason logically and are able to observe the law of cause and effect. I try, therefore, to use new materials as a framework for successful teaching. It is with a feeling of satisfaction that I herewith explain an activity that reflects the philosophy of item two of the Statement of Philosophy for the Chicago Public Schools, that education can develop high democratic ideals.

As a means of increasing interest in others, information was acquired through the reading of a Spanish newspaper. Because the paper published news regarding Latin-American countries, the students were able to understand more clearly the feeling and thoughts of people living in those countries. As a consequence, a goal towards better human relations was developed as well as a friendliness and understanding of human collaboration and patterns of society to which the individual must submit.

This past semester my Spanish IV classes subscribed for *La Voz de Mexico*, a four-page newspaper written in Spanish

with the exception of one page written in English. This paper, published in Chicago, is edited by the former consul general from Mexico. It publishes news of international interest as well as news concerning the Latin-American population in Chicago.

I was engaged in the experimental stage of having my students read as much of the newspaper as possible. They were encouraged to take the newspaper home so that their parents also might enjoy the benefits of this project. It was hoped that through the page written in English they, too, could become acquainted with the traditions of our Latin-American neighbors here and elsewhere and the current trends.

With an equal chance to participate, once a week the students prepared an oral report in Spanish on one article which they had read in Spanish and summarized in their own words. They were free to select a topic they wished to discuss, although sometimes suggestions were made, depending upon the ability and integrity of the individual student, or to avoid repetition. These "floor talks" given before the class served to pool individual knowledge for the benefit of all. Interesting discussions emanated from the various topics. Frequently students, while standing before the class, referred to maps as a scientific basis of information regarding the nature and locality of the various countries in Latin-America.

Spanish took on a new aspect to them; it was not merely an accumulation of symbols but something more vital—an inroad to a better understanding of the characteristics of the various countries. The building of good-will was developed through the reading and understanding of the various articles; there was an appreciation of the fact that the land "of mañana" may well be some day the land of today, abounding as it does in natural resources although lacking at present in skills and capital.

Through the various articles in *La Voz de Mexico* we discussed such topics as science, medicine, public health, housing, international disputes, and political revolts and upheavals. Our discussions were brief, of course, and sometimes we digressed in English, opening thus more rapidly new avenues in the way of thinking and preparing for broader horizons. It became apparent that social customs could be modified for mutual benefit, combining thus the concrete, functional, and practical tendencies of the Yankees with the theoretical, abstract, and romantic tendencies of the Latin-Americans.

An article on the recent Inter-American Conference in Rio, sponsored by the Organization of the American States, brought to their notice the problem of illiteracy and plans for alleviating it. Students were amazed to learn that 70,000,000 people in the Americas are illiterate and that there are no school facilities for 17,000,000 children of school age. In this connection opportunities for future careers in the field of teaching, social work, medicine, etcetera, were suggested to them. At the Rio conference, not only was the problem of illiteracy discussed and the making of a reading manual planned, but the slogan "to educate is not only to teach how to read and to write, but to teach how to live with dignity" was also stressed. The students became aware of the necessity of mutuality, and of the fact that we North Americans could enrich our lives by borrowing some of the romanticism and humanism of the Latin-Americans. In connection with the latter there was reported by the Mexican press the establishment in Mexico City of a cardiac institute. Dr. Ignacio Chavez, its founder and well known international cardiologist, the article stated, had lectured at the Sorbonne. It was with pride that the writer stated that while the United States was planning a campaign to collect funds for a similar institution the one in Mexico

City was already serving as an example of humanism.

In regard to the development of cultural background, the students were made conscious of the fact that the Latin-American culture today is a transformation of the old Spanish culture and the deep Indian cultures of the Aztecs, Toltecs, Mayas, Chibchas, Quechuas, Aymaras, etcetera, and that "culture is the bridge that unites all peoples of different creeds and races, that culture is universal."

UNDERSTANDING HUMAN VALUES

Understanding the pattern of human values and the ways of dependence was developed through articles read in Spanish upon the problem of the coal miners' strike. The reaction of the students was gratifying. "When man has learned to respect his neighbor's rights," one student stated, "there will be an end to all the misunderstanding that leads to war." Another student remarked, "The coal strike almost crippled the nation. We think of the United States with its great and political machine as being very strong and not at all apt to crumble, but the so-called 'little men' in this instance, as in many others before, showed that the men sitting on their swivel chairs in their large offices are powerless without the whole nation's help back of them. Every man and woman, in his own way, is an important individual with a job to be done. No man should say that there is anything too unimportant for him to do. As in the coal strike, these 'small' men showed that they existed and not only our nation, but many nations, felt their power. A country, any country, is as strong as its people, and remember that in a democracy everything revolves around the individual rights of its people."

The students were also aware of the various conferences taking place for the benefit of mutual interests between the American democracies. Reading about the Inter-American Board of Lawyers in Rio revealed that men of different backgrounds may be united through their

profession. The announcement of the International Conference of Architects in Havana, Cuba, showed how delegates can come together to discuss common problems in an atmosphere of "real frankness and understanding." It was apparent that the people of the Americas are united in their struggle against tyranny. Some of these discussions made the students aware of the political, economic, and social environments that differ extremely from those in the United States. Discussions were presented courteously; I tried to conceal my own point of view on matters discussed and not to give my own opinions.

Another article of interest was the announcement of the celebration of our Independence Day in the various Latin-American countries. Of interest, too, was an article from the Pan-American Union in Washington stating that a statue of Jose Artigas, the Uruguayan national leader in the struggle for independence, had been sent to Washington by the Uruguayan Government. This statue was to be erected in a park on Constitution Avenue. The enthusiasm displayed by the students was gratifying. Everyone in the class was interested regardless of individual background or linguistic ability. Rapid vocabulary acquisition was apparent. New interest developed by making use of the written language in current newspapers instead of textbooks which so often contain senseless and stereotyped phrases. I was aware of an improvement in oral fluency and development in the facility of the students to express their thoughts in a foreign language in "breath groups" rather than by isolated words. They were proud to participate in the *discursos* and there was evidence of voluntary research emanating from the various topics discussed in class. The students kept abreast of the news and developments of our Latin neighbors, recognizing their high democratic ideals and developing an appreciation of talents and achievements contrib-

uting to the common welfare of all North, Central, and South America.

GOALS ATTAINED

I am sure that through my recent experiment there was an increased feeling of friendliness toward me, as their teacher, and toward the language. This project was especially gratifying because the majority of the students were planning to discontinue Spanish after their fourth semester. It was a challenge to me because there were also the regular requirements prescribed in the course. I must confess that at times I felt experimentally entangled. I feel highly repaid, however, by the goals achieved. Our goals were to:

1. Learn more about the outside world and sweep away the cobwebs of ignorance and intolerance
2. Increase our interest in others by means of information gathered
3. Build goodwill and understand what is involved in human collaboration
4. Learn to look for interesting news in the paper—the fallacies of reading just “comics” and looking in the newspapers for murders, etcetera, were discussed
5. Become aware of the mutuality and reciprocity between the United States and Latin-American countries

6. Enrich our lives by borrowing some of the romanticism and humanism of the Latin-American countries
7. Realize that men of different backgrounds are united through their profession regardless of background
8. Learn about the variety of talents and achievements obtained by Latin-Americans in medical science
9. Make suggestions for “future careers” in broader fields
10. Attain education beyond the high school years
11. Learn that subscribing for a Spanish paper is “fun” and that it is also a factor contributing to a common welfare
12. Reach out for democratic ideals beyond the high school years by learning about the common heritage and democratic ideals of the American democracies
13. Have a sympathetic outlook for the Latin-Americans in their struggle for independence, peace, and justice
14. Realize that the peoples of Latin America, regardless of governmental upheavals, are against dictatorship and imperialism
15. Understand the fact that it takes a variety of people and countries to make the world
16. Emphasize such articles as “Pan-American Reunions,” “Illiteracy of the Indians,” “New Rules for Emigrants,” and “Discovering New Cures”

CHICAGO “MILK CAPITAL” OF THE NATION

BARBARA MARGERUM¹

LOCATED in the heart of one of the greatest milk producing areas in the United States, Chicago and its adjoining suburbs might well be called the “milk capital” of the United States. The huge population of the nation’s second largest city uses a large proportion of the dairy products produced by the Central States.

It would be unusual indeed to see a farmer driving his horses down Lake Street today, and it would also be difficult to imagine whole herds of dairy cows

quietly grazing and being milked twice each day in what is now Chicago’s loop. Yet these sights were commonplace less than a hundred years ago. The problem of obtaining milk was, in fact, no problem at all. Many families kept their own cows tethered behind their homes along Michigan Avenue, Wabash Avenue, and other streets in the present-day heart of the city. Other families obtained their milk from farmers living on the outskirts of town.

¹The Milk Foundation, Inc.

CHICAGO'S DAIRY INDUSTRY BEGINS

In 1848 both the Illinois and Michigan Canal and the Chicago Union Railroad were completed and with these new means of transportation came thousands of immigrants traveling to the rich new lands of the West. Many remained in Chicago, and by 1856 the population of the city had grown to 84,000 inhabitants. It was no longer practical for families to keep their own cows, and the business of distributing milk from home to home by dairymen began.

During these early years people were unaware of the need for high standards of sanitation in the production and distribution of foods. Milk was delivered in cans equipped with pouring spouts. The dairyman would measure out as much as the customer desired, pouring it into any type container that might be supplied. It was not until 1884 that the milk bottle was invented by Dr. Hervey D. Thatcher; this new container did not come into general use until many years later. Other sanitation methods in the production and processing of milk which are commonplace today were also unknown in the 1850's.

In 1857, the city encompassed an area of eighteen square miles, extending from Fullerton Avenue on the north to Thirty-first Street on the south and from the lakefront to Western Avenue on the west. Along with this expansion and growth in population the city was in need of an ever-increasing milk supply. Farm lands surrounding the city seemed to offer great promise for the production of milk.

The early settlers in the surrounding area, however, were grain farmers who had moved to this new territory after having exhausted the fertility of their farms in the eastern states. Although some of these farmers brought dairy cows with them, their milk supply was adequate only for their own needs. The production of milk to be sold in the cities had not yet started. Because wheat and corn were crops that could be profitably raised, the farmers saw

no need for developing other types of farm income. Soon, however, the constant cropping with grain had a telling effect upon the yield, which became smaller with each succeeding year. Finally it became apparent that the raising of grain exclusively was unprofitable and many farmers in northern Illinois believed the land there would never again repay the farmer for his efforts.

Farmers in the eastern states, faced with a similar situation earlier, had turned to dairying with good results. Following their example, the more progressive farmers living in the Chicago area also turned to producing milk, and dairy herds were enlarged beyond the size needed for the family supply of milk and dairy products.

The making of butter became a household duty, each family producing enough for its own use and, in addition, a supply which could be exchanged for merchandise at the local stores. The goods received for the butter were known as "store pay." The stores would then ship the butter to eastern markets, where it was often difficult to sell because of competition from butter made in the eastern areas.

DAIRYING EXPANDS

A market for the growing supply of milk produced on the farms presented a problem to dairy farmers and merchants alike. A solution was suggested in the simple but then revolutionary idea of shipping milk from the rural districts direct to the city. With the growing population of Chicago creating a greater and greater demand for milk, the plan of sending it to the city as fresh fluid milk seemed a promising one. On February 12, 1852, a farmer living near Elgin, Illinois, took an eight gallon can of milk by ox-cart to the Elgin railroad station and shipped it to Chicago. This was the beginning of the Chicago milk industry as we know it today.

Within a short time carloads rather than single cans of milk were being shipped into Chicago with regularity, and



Automatic Filling Machine

several enterprising Chicagoans started milk distribution businesses. The production of milk expanded rapidly as a result of the newly-found market. More farms were stocked with dairy cows, but by 1860 the supply of milk exceeded the demand and the surplus milk was again a problem. Farmers had to turn to other methods or find other uses for their milk. Many started to make butter and cheese in the belief that the growing Chicago area would consume these products. Even though butter and cheese producing methods were crude, a ready market was found both in Elgin and Chicago for these dairy foods.

With the growth of the butter and cheese making industry, the need for better methods was apparent, and in 1863 a Mr. Herrick built a small cheese factory, equipping it with a cheese vat and screw

press purchased in Ohio. This was the first factory in Illinois.

By the middle 70's Chicagoans were consuming millions of quarts of milk, most of which were brought to the city by rail in cans holding about eight gallons.

By 1893 Chicago required eighteen thousand eight-gallon cans of milk to meet her daily demands. The town was in the process of becoming a metropolis. The milkman had regular routes just as he does today. Michigan Avenue from Jackson Boulevard to Twelfth Street was then a fashionable residential district and when in the 80's Hiram Walker, one of the incorporators of the Chamber of Commerce in 1863 and president of the Board of Trade in 1855, decided to move to Michigan and Thirtieth Street, the very edge of town, people were amazed. Even

his milkman did not know whether it would be worthwhile to deliver milk that far out. In the 90's Chicago's area increased farther, and Prairie Avenue from Sixteenth to Twenty-second Streets and from Twenty-sixth to Thirty-first Streets became the "Gold Coast" of that period.

People in the latter half of the nineteenth century knew, as people have known since the dawn of history, that milk was a healthful food, but they did not know its exact nutritive values as we do today. In those early days, according to the recollections of a pioneer dairyman, a customer who purchased a quart of milk and a half pint bottle of cream each day was thought to be a very good customer indeed. These early milkmen sold buttermilk as well as fresh milk and cream, but they had none of the dairy specialties that we enjoy today.

PASTEURIZATION ADOPTED

Louis Pasteur had started his experiments in 1856 and reported his findings to French scientific societies in 1857. Nathan Straus had opened pasteurized milk depots in New York in 1893; and a pasteurization machine, making the process practical for large-scale use, was introduced in 1895. However, the practice was slow to gain adoption. Milk was pasteurized in bottles at the Chicago World's Fair in 1893, but the public regarded the process as a curiosity rather than a health necessity.

But public interest in pasteurization was becoming aroused. In 1895 the Dane, John Monrad, an outstanding authority on milk machinery and processes, published a book, *Pasteurization and Milk Preservation with a Chapter on Selling Milk*, in Winnetka, Illinois. Some Chicago dairies, encouraged by the City Health Department, adopted pasteurization.

In 1908 an ordinance was passed requiring pasteurization of all milk except that which had been certified. Chicagoans can be proud of the fact that this was the

first law of its kind in the nation. In 1911 the automatic rotary bottle filler and capper was perfected and later, in 1914 when the first tank trucks for transporting milk from the rural areas to the city plants were invented, Chicago milk distributors were quick to add these new facilities to their operations.

From the early beginnings of an eight-gallon can of milk shipped to Chicago from Elgin, Chicago's demand for milk has grown to more than two million quarts daily. Today the production and distribution of milk for the huge population of Chicago is a mammoth business. Many thousands of men, animals, and machines work together so that there is an un failing supply of fresh, pure milk for the city's millions.

THE CHICAGO MILK SHED

Milk needed for the Chicago area is produced in parts of Illinois, Wisconsin, Indiana, and Michigan. The area in which milk is produced is zoned according to its distance from Chicago.

Zone one includes all dairy farms within a distance of 70 miles from Chicago. Dairy farms between 70 and 85 miles from the city are in zone two. Each additional zone is 15 miles farther from the city, and the twenty-first zone is 370 miles from Chicago. However, more than 70 per cent of the milk used by Chicago milk consumers comes from the first seven zones or within a distance of 145 miles.

The zones are determined by the Federal Milk Market Administrator under the authority of the U. S. Department of Agriculture, which also determines the price to be paid each farmer for his milk. The price is computed from figures obtained on how the milk is to be used, its butterfat content, and the zone in which it is produced. Milk consumed as fresh grade A milk returns the highest price to the dairy farmer.

More than 20,000 dairy farms are included in the Chicago milk shed. The

average production of milk per farm is approximately 400 pounds per day and the total milk produced in all the zones averages approximately 215 million pounds a month. Of course this production is not uniform during the year, as the period of highest production is in the spring months and the lowest production in the fall. Peak production usually comes during the month of May.

Cows are milked twice a day, early in the morning and again in the late afternoon, and the milk is cooled for shipment to the nearby milk plant. If a farmer has a large farm and produces a great deal of milk each day, he provides his own transportation to the receiving plant. Farmers with smaller quantities often have their milk collected in co-operation with other farmers. Farmers also help each other during severe winter weather, because the milk, like the mail, must "go through" at all times.

Milk is received at more than 140 plants throughout the producing area. Some of these which serve dairy farms near Chicago are located within the city limits. Others are in the twenty-first zone 370 miles away. When the milk reaches the plant, a record is made of the quantity and the quality sent in by each farmer. Farmers are paid for their milk at the end of the month when the total dairy quantities have been computed.

Transportation methods used in transporting milk to the city in speed and safety include large glass-lined refrigerated tank trucks and special refrigerated railway cars with built-in stainless steel tanks.

Before milk is put into containers it is pasteurized. In this process milk is heated to at least 143° F. and held at that temperature for 30 minutes or heated to 160° F. for 15 seconds in approved and properly operated equipment. This process protects the quality and purity of milk.

From the pasteurizer the milk flows over refrigerated pipes where it is immediately cooled. It then flows through stainless steel pipes to the filling machines where bottles and cartons are ready to be filled automatically. From here it is sent to the refrigerator room ready for delivery.

A large portion of the milk sold in Chicago is homogenized. Homogenized milk has been treated mechanically to break up the fat particles found in the cream content of the milk. This is usually done by forcing the milk through a small opening under high pressure. There can then be no separation of cream because it has been evenly distributed throughout the milk by the process. There is no change in the food value of the milk.

A large part of Chicago's milk supply is enriched or fortified with Vitamin D. The method most often used is that of adding a Vitamin D concentrate to the milk.

Other types of milk on the market in Chicago include certified milk, soft curd milk, concentrated milks, skim milk, buttermilk, cultured milk, chocolate-flavored milk drinks, and frozen milk.

The speed and care with which milk is handled from the time cows are milked until it reaches the consumer emphasizes its importance as one of America's basic foods. Out of a total of 55 billion quarts of milk produced in the United States annually, nearly half is consumed as fresh fluid milk. The balance is used in the making of cheese, ice cream, butter, and other dairy products.

If the dairy farmer who shipped the first eight-gallon can of milk to Chicago could visit the city today, how amazed he would be! Yes, the dairy industry has grown rapidly and is still growing. From this early beginning Chicago's demand for milk has grown to more than two million quarts daily.

THE ATHLETIC COACH— A LEADER OF DEMOCRACY?

ISADORE SALARIO

TILDEN TECHNICAL HIGH SCHOOL

IT is the responsibility of the athletic coach to furnish his players with democratic experiences so that he will produce individuals capable of full participation in social and economic living according to the American way of life. Educational psychologists agree that the learning of the individual is modified and conditioned by his experiences. Therefore, the coach who uses the democratic approach to gain a desirable goal develops his team in accordance with the will of the group. When the goals have been co-operatively determined by all, including the leader, and when the method has been that of group discussion and co-operative planning then his leadership becomes democratic in nature.

The democratic coach must have a personality that touches lives. It must be magnetic in its influence, exuding a feeling of friendliness, sympathy, joyousness towards living, and an unaffected dignity. He must be imaginative, sound of judgment, and courageous. He must have confidence in himself and faith in the ability of his players. He must have the will to win but must never forsake good sportsmanship to win at any cost. This person must have a knowledge of the sport he is coaching either as a participant or as a student of the game in order to gain the confidence and respect of his players.

In all phases of coaching today the players do not think for themselves but follow blindly the coach's instructions. The football coach quarterbacks from the bench, the basketball coach instructs from the floor, and the baseball coach directs from the baselines. One of the big problems in the field of sports is that teams

are overcoached. Too many coaches feel that in order to have a winning team they must do all the planning. This type of coach becomes set in his thinking, frequently uses the same patterns of play year after year, and seldom considers the individual differences of his players. Yet he feels that he is training his athletes to become socially minded citizens because he emphasizes team-play and consequently expects each member to behave as though he were an integral member of the group. But it never has been proved that team athletes are better citizens than those who have not participated in sports. Good citizenship can not be taught by verbalizing but in the living. "There is a mechanistic way of operating group-wise which may lead to efficiency but not to sufficiency."¹ This mechanistic way of coaching will exist as long as a coach is unaware of the democratic group process. If individuals are going to attain the habits, skills, attitudes, and understandings that sports are designed to develop, they must have a part in the planning as well as the playing. Just as the trend is toward teacher-pupil planning, so should there be coach-player planning. There are five important social concepts that should give the coach direction in his decisions:²

1. Every individual is important in his own right.
2. All points of view should and must be expressed.
3. Minorities are respected and valued.
4. The common problems of living together can only be solved by co-operative action.

¹*Leisure — A National Issue*. By E. C. Lindeman. New York: Association Press, 1939. p. 25.

²*Human Relations in School Administration*. By W. A. Yauch. New York: Harper and Brothers, 1949. pp. 5-6.

5. All men are free to make the choices they prefer.

PROBLEMS

The first function of the coach is isolating and identifying the problem for study. Some of the problems that the coach should consider with the players are:

1. Number of players to be kept on the squad
2. Captain of the team
3. Physical conditioning program
4. Training rules to be followed
5. Organization of practice sessions
6. Types of offenses and defenses to use
7. Starting team. This problem should be discussed before each game.
8. Policy of substitutions

Many more problems will arise as the season progresses, such as dealing with individual personalities and team morale.

Once the problem is clearly identified in the coach's mind, he should think of a method of proceeding whereby the group is led to discover the problem for itself. Usually the group is more interested in working on its own problem than upon that of the leader. Each group member should be encouraged to participate in the discussion relating to identification, and later to the methods of organizing the action toward solution. The shy, unobtrusive member should be drawn out, while the more verbal member should be interrupted tactfully. One or more individuals or factions should never be allowed to monopolize the floor. The leader should bring into the discussion pertinent facts or points that are being overlooked, and keep the discussion and action directed toward solution of the problem. This can be done by summarizing frequently. A blackboard may be used as an aid in keeping attention focused on orderly, logical, and pertinent action. When the solution to the problem has been put into use and

is successful, individual members may receive commendation for the part they played in the solution, but this should be subordinate to the recognition accorded the group.

The effectiveness of any idea or principle can only be determined to the extent in which it works well in concrete situations. As a member of the coaching profession the writer will make every effort to follow the democratic group process in developing an athletic team. The criteria for evaluating this type of program will not arise from games won and lost, but in the changes of the behavior of the group involved. Most of the evaluating will be determined by the observations of the coach and the staff. Some of the questions they will keep in mind will be:

1. Are these individuals working together?
2. Is there mutual respect regardless of race, color, or creed?
3. Is critical thinking carrying over into other activities?
4. Is the disposition of the individuals one of friendliness and joyousness?
5. Is there a display of sympathy towards the feelings of others?
6. Has the training rules set forth by the group influenced them?
7. Is there a proper philosophy of staying physically fit?

This listing is merely suggestive; it is neither extensive nor intensive. Particular fields of observation will become more apparent as the coach is able to see in which direction he and the players wish to go. If the group finds the democratic process useful for meeting their needs in sports and games, they will also discover that the habits thus engendered may be transferable to vocational and civic life, making them more useful citizens in a democratic society.

It is a wicked thing to be neutral between right and wrong. — Theodore Roosevelt.

GAS SERVICE IN CHICAGO

WILLIAM HELME¹

WITH the 100th Anniversary of gas service in Chicago, September 4, 1950, the service has grown to a point where it reaches into practically every Chicago home and in addition supplies gas to thousands of industries and other business establishments. The Peoples Gas Light and Coke Company, which serves Chicago with gas, entered the field in 1855 and has remained in continuous operation ever since.

Gas is used in thousands of processes wherever heat is required, at temperatures ranging from zero to 3400° F. In extent, it goes all the way from an orthodontial torch, a dental tool which uses less than a cubic foot and a half of gas per hour — just about enough to turn the meter over — to that consumed by a 200-ton open hearth furnace in one of the large steel companies which uses 150,000 cubic feet per hour.

The magnitude of gas service in Chicago today, with nearly 4,000 miles of mains, five production plants, thirteen distribution stations, eight branch offices, and about 4,500 employees, is a far cry from the small beginning back in 1850.

The first manufacture of gas in Chicago started on August 28, 1850. On Wednesday, September 4, with 60,000 cubic feet stored in the holder or tank, gas was let into the mains during the afternoon to purge the lines of air. Stores and residences were deserted as everyone went out to see the unguarded flames flicker and flare before they settled down to steady work. Enthusiastic users began lighting their shops before twilight, and as the sun went down, Chicago rejoiced in what was the brightest night in her history.

The next afternoon *The Evening Journal* commented: "Some of the stores on Lake Street made a brilliant appearance. The City Hall, with its thirty-six burners,

shone brightest of all, transforming night into day."

The Gem of the Prairie had more to say: "Wednesday marked an era in Chicago. At about 2 o'clock in the afternoon the gas pipes were filled and brilliant torches flamed on both sides of Lake Street as far as the eye could see. In the evening, the lamps again were lighted, and for the first time in the history of Chicago, several of the streets were illuminated in regular city style."

The consumption of gas at the beginning averaged about 15,000 cubic feet a night. On October 6, 1850, it was found necessary to increase the output to 22,000 cubic feet a day, a total for the year of 8,030,000 cubic feet. With the help of moonlit nights, when the street lamps were not lighted, this was expected to carry the company through for twelve months.

As gas is the oldest of the public utility group, so was it the first to enter into the daily lives of the people in Chicago. In 1850, and for many a busy year afterward, it was thought of only as a means of illumination; its development for power, water heating, space heating, cooking and refrigeration, and for every purpose for which controllable heat is demanded in industry is a story of increasing expansion each year.

Late in the 19th Century, opportunities for the use of gas in a number of ways other than illumination became increasingly apparent. It was destined for much wider service in practically every home and, was to become an industrial giant supplying an economical, clean, and entirely manageable fuel.

The many new uses of gas as a fuel opened up possibilities never dreamed of before and even then only partially sensed.

¹Peoples Gas Light and Coke Company Publicity Department

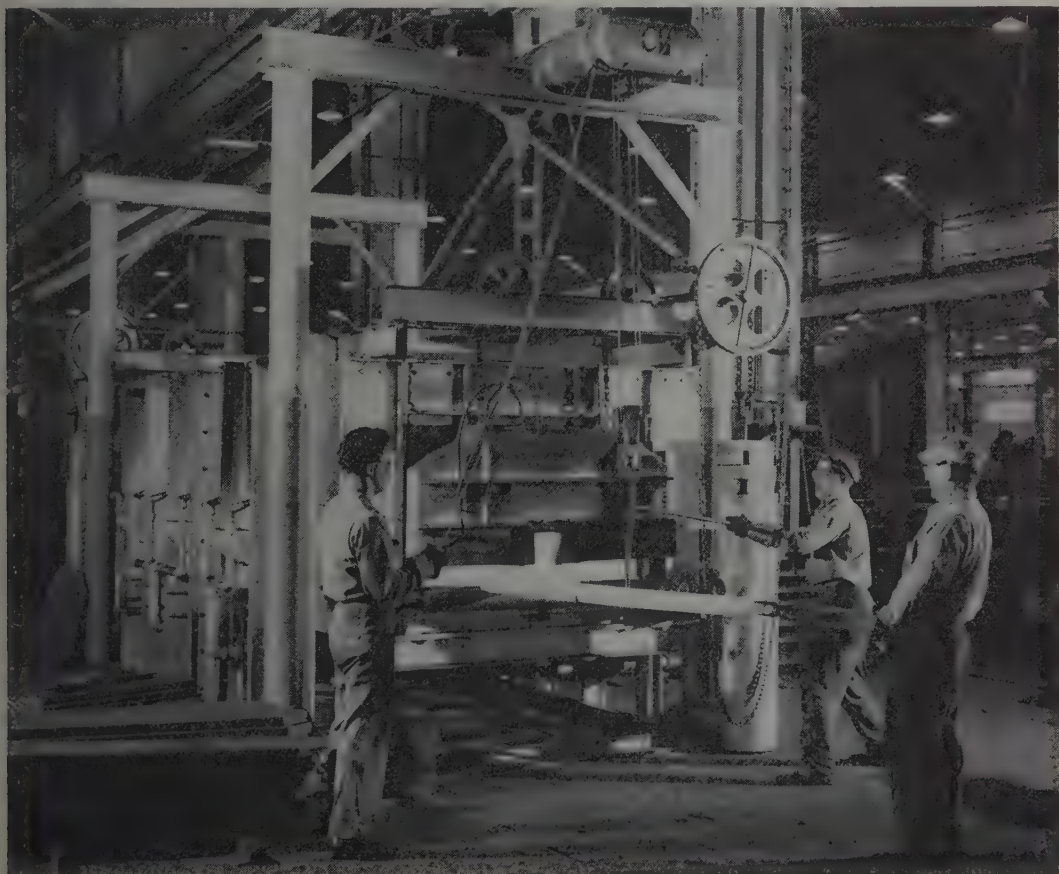
For example, it is still told how one ingenious salesman around the turn of the century mounted a gas stove on a one-horse wagon, drove out into the residential sections of the city, ran a rubber hose from the stove to a street lamp and gave open air demonstrations that produced orders for gas stoves faster than they could be filled.

The interest of Peoples Gas in seeing that the stoves sold were dependable for continuous service naturally followed. From this it was but a step to specifications that would promote reliable stove building and to testing laboratories for proving the results.

On October 10, 1921, the company's Crawford Avenue plant was put into operation. It is one of the largest gas plants in

the world. There are 150 coke ovens in operation using nearly a million tons of coal a year. In the process of carbonizing the coal in order to produce manufactured gas, many by-products are obtained, coke, of course, being the main one. The coke made here is sold to industry, for use as a domestic fuel, and is also used in the production of water gas. In 1949, Peoples Gas replaced 51 ovens at this plant at a cost of approximately \$4,000,000.

Before the coming of natural gas in 1931 from the Texas Panhandle region, which forms a large part of the company's gas supply, Peoples Gas billed its customers on a cubic foot basis. Since that time, gas has been sold on a therm basis — one therm being equivalent to a hundred thousand British thermal units, or as com-



Gas-fired Heating Furnace



Gas Holder—Capacity 10,000,000 Cubic Feet

monly expressed, 100,000 B. T. U's. One B. T. U. represents the amount of heat required to raise the temperature of a pound of water one degree Fahrenheit. Peoples Gas serves its customers a mixed gas, being composed of both natural and manufactured gas in varying proportion, and having a heating value of 800 B. T. U's. Thus a therm of Chicago gas is equivalent to 125 cubic feet.

TRANSMISSION OF NATURAL GAS

The original natural gas transmission line from Texas to Joliet, Illinois, is 24 inches in diameter and about 1000 miles in length, leading from the gas fields in the vicinity of the city of Amarillo, in which Texoma Natural Gas Company, an affiliate of Peoples Gas, has 132,000 acres of leaseholds. The original line was duplicated with the completion early in 1949 of

a 26-inch line. To keep the natural gas flowing northward, these two transmission lines are pressured by ten high power compressor stations, located at about 90-mile intervals along the route. The lines themselves are under constant patrol both from the air and by linewalkers on foot. Repair crews are stationed at strategic points over their entire length in case an emergency arises. Delivery capacity of the two pipelines totals in excess of 500,000,000 cubic feet of natural gas daily.

At Joliet, Illinois, the major flow of natural gas from Texas is turned over by Natural Gas Pipeline Company of America, an affiliate of The Peoples Gas Light and Coke Company, to Chicago District Pipeline Company, a Peoples Gas subsidiary. At this point, the natural gas is measured, odorized, and then transmitted through Chicago District Pipeline Company's system to Chicago and other public utilities. The latter includes Western United Gas and Electric Company, Public Service Company of Northern Illinois, and the Northern Indiana Public Service Company, all serving communities near the city of Chicago.

The Peoples Gas Light and Coke Company and its affiliates represent one of the largest integrated gas systems in the world. This vast system not only produces a major portion of its own supply of natural gas in the distant fields of Texas, but processes it, transports it by long distance pipeline, and finally sells the fuel to urban customer users and other distributing utilities. Peoples Gas alone supplies gas service to almost one million residential, commercial, and industrial customers who make up the Chicago market.

DEMANDS RISING

Even though the delivery capacity of the pipeline system was substantially increased early in 1949 with completion of the second pipeline, the total amount of gas now available remains insufficient to meet the still rising demands for this fuel. Studies indicate that Chicago and the

other areas supplied by the system will require the very impressive total of about one billion cubic feet of natural gas daily by the winter heating season of 1956-57.

Peoples Gas, as well as other gas companies in northern Illinois, is operating under a space heating limitation order issued in July, 1946, by the Illinois Commerce Commission. At present the company has 70,000 applications for gas for heating single family dwellings on file. These applications are being serviced as rapidly as the supply of gas becomes available.

Late in 1949 sufficient reserves of gas were obtained in the Gulf Coast area of Texas to supply the initial needs of a third pipeline. This gas supply will come primarily from at least five separate fields in that area. It seems highly probable that further sizeable quantities of gas will be available from certain of these fields and others in the Gulf Coast area for future pipeline expansion.

The new pipeline will run from slightly north of the Rio Grande valley in Texas to Joliet, Illinois, a distance of approximately 1,200 miles. It will be constructed and operated by Texas Illinois Natural Gas Pipeline Company, a newly formed subsidiary of Peoples Gas. It will have the benefit of the pipeline construction and operating experience of the management personnel of Natural Gas Pipeline Company of America and Texoma Natural Gas Company.

This third pipeline, which will be 30 inches in diameter, will initially have a delivery capacity of 305,000,000 cubic feet daily. As compressor capacity is added and additional reserves are secured, the capacity can be increased to an ultimate of 517,800,000 cubic feet daily, thus more than equaling the output of the present dual pipeline system. Large investments

in equipment and human effort are necessary in connection with the drilling, processing, and transmission before natural gas is delivered in Chicago. It is believed, however, that this additional supply of natural gas will be available by the late fall of 1951.

As stated at the start of this story, on September 4, 1950, Peoples Gas celebrated the 100th anniversary of gas service in Chicago. As the major part of this centennial celebration, the company built a \$100,000 gas industry exhibit at the Museum of Science and Industry. The exhibit deals with the history of gas only to a limited degree, and stresses modern production and utilization of gas as a fuel. The most modern educational methods have been used. The exhibit takes the visitor, step by step, from the time manufactured gas is produced in our production plants and natural gas is received from the wells in Texas until the mixture of the two types of gas reaches the appliances of the users. Peoples Gas believes that this is a most appropriate 100th birthday present, which it gives, not to itself, but for the education and welfare of the public down through the years.

As James F. Oates, Jr., chairman of the company, recently stated: "I am sure you will agree that our company may enter into this centennial celebration with a feeling of justifiable pride for its major contribution toward one hundred years of uninterrupted gas service in Chicago. However, it is not into the past that we look for satisfaction but into the future which offers even greater opportunities for the furnishing of a basic service in our great primary market, Chicago, and in the many other communities supplied by our affiliate, the Natural Gas Pipeline Company of America."

YOUR CHICAGO POLICE DEPARTMENT

P. J. KISSANE

POLICE TRAINING DIVISION

IN 1829, Chicago was surveyed and platted into village lots. It was organized as a town under the general laws of the State on August 10, 1833, and at the election held that day only twenty-eight votes were cast. One of the first measures of public utility was the construction of a log house to answer the purpose of a jail. No mention is made of a police force in those days, but judging from the number of taverns in the village, we might suppose that a few constables could have been kept moderately well occupied; however, two companies of infantry were at Fort Dearborn. Not all of those who poured into Chicago in the early days were people bent upon making an honest fight for life, for fortune, or for happiness.

Starting in 1834 Chicago had a constable. Later this title was changed and a Marshal was elected in 1842. In 1861 the title became Superintendent of Police and in 1927 it was changed to Commissioner of Police.

The first constable of whom we have any record was Archibald Clybourn who was appointed before the organization of Cook County. Long before Chicago was incorporated as a town, there were regularly elected constables to act as village guardians. In 1850, the force consisted of nine men, the Marshal receiving only \$800, and the cost of supporting the entire night watch was but \$6,344 per annum.

In March, 1855, Dr. Levi D. Boone was elected mayor of Chicago. The new council passed an ordinance immediately providing for the creation of a police department and a force of eighty or ninety men. Every man appointed on this force

was a native American. This discrimination was enforced in the face of the fact that one-half of the population was foreign born. Cyrus P. Bradley became Chicago's first Chief of Police. He reorganized the service and a total of 6,000 arrests were recorded.

The Mayor prescribed that each member of the force should wear a leather badge as an emblem of authority. In 1857 this badge was replaced by a plain metal star with a number painted on it. In 1859 new plain stars of German silver were issued with the words "Chicago Police" and a number painted on them. Thereafter the emblem was changed in design many times; in 1904 the stars of today, with the seal of the City incorporated thereon, were adopted. The present shield on the cap took the place of the old wreath, carrying the same number as the star as a further means of identification.

In the seal of the city appearing on the present star, the shield represents the national spirit of Chicago. The Indian, representing the discoverer of the site of Chicago, is also indicative of the aboriginal contribution which enters into its history. The ship in full sail is emblematic of the approach of the white man's civilization and commerce. The sheaf of wheat is typical of activity and plenty, holding the same meaning as the cornucopia. The infant in the shell is the ancient and classical symbolism of the pearl, and Chicago, situated at the neck of the lake, signifies that it shall be "the Gem of the Lakes." The infant, represented in repose, has the additional meaning of contentment, peace, and purity. The motto, "Urbs in Horto," means "City in a Garden."

Until 1860, there was no such thing in Chicago as a Detective Division. By this time the Metropolitan Police Bill had become a law, and so, under Cyrus P. Bradley, a Detective Division was organized. In those days there were no Lieutenants, and only a half dozen detectives under command of Detective Sergeant Storer constituted the Detective Division. In 1874, Samuel A. Ellis was made the first Chief of Detectives.

On February 15, 1861, the Legislature passed "An Act to establish a Board of Police in and for the City of Chicago, and to prescribe their powers and duties." The new law prescribed that the force should consist of a General Superintendent, one Deputy Superintendent, three Captains, six Sergeants, and sixty police Patrolmen, "and as many more police Patrolmen as may be authorized by the common council of the City of Chicago."

Changes in the amendments to the law establishing a board of police for the City of Chicago were frequent, and not always judicious. Starting out with authority simply over the police, we find the Board in 1866 had control of the Fire and Health Departments as well. An Act passed in March, 1869, fixed the salary of each of the Commissioners at \$3,000, Captains at \$2,000, Sergeants at \$1,500, and Patrolmen at \$800 to \$1,000. The entire force at this time totaled 250 men.

The properties of the Police Department at that time were three precinct stations, located as follows: Franklin and Adams; 14 North Union Street; and North Market Hall on Michigan Street, now the old County Jail site.

In 1869, a Photographic Bureau was established, the first of many steps to improve police service.

Before the Chicago Fire of October 9, 1871, the police force consisted of a total of 310 men. Approximately 200 lives were lost, 18,000 buildings destroyed, and 100,000 made homeless in the fire which extended over a two and one-quarter

square miles. The loss was estimated to be about \$200,000,000.

RAPID GROWTH AFTER FIRE

From 1871 to 1877, Chicago rose from the ashes. After the fire, the headquarters of the Police Department remained at the Union Street Station until the "Rookery" was built at the corner of Adams and LaSalle Streets. This building was erected and ready for occupancy within a few months after the fire. Mayor Medill made this statement at that time: "Under free institutions, good government and the blessings of Providence, all losses will soon be repaired, all misery caused by the fire assuaged, and a prosperity greater than ever dreamed of will be achieved in a period so brief that the rise will astonish mankind even more than the fall of Chicago."

In 1875, the Board of Police was abolished and control reinvested in the City Marshal. In 1877 the first patrolman was murdered. The force was largely increased during 1884, the total number of men connected with the service at the close of that year being 924.

In October, 1880, the first patrol wagon was a horse drawn vehicle assigned to 12th and Johnson, with Captain John Bonfield in charge. The first auto patrol was built for the Police Department by Arthur Sandmeyer who is still in the service of the department as a mechanic. This auto patrol was assigned to the Hudson Avenue Station on March 13, 1908, with Lieutenant Heidelmeyer in charge. By the end of 1915, the entire department was motorized.

May, 1886, was a momentous day for the Chicago Police Department. This was the day of the Haymarket riots. Seven policemen were killed or died of wounds as a result of the explosion.

The Bertillion System of identification was established in 1884 and remained in force until 1904. Fingerprinting as a

means of identification then supplanted this antiquated method.

Against a great deal of opposition, Civil Service was instituted in 1898. Appointments to the Police Department were abolished, and all applicants were required to take an examination.

In 1929, *The Chicago Tribune* pioneered the dispatch of police personnel to emergency scenes via radio. Today, 621 police vehicles patrol the streets of Chicago twenty-four hours daily. Most of them have two-way radios, which transmit as well as receive, and they can be dispatched to the scene of any emergency in a matter of seconds. During 1949, over 745,000 calls were broadcast over the police radio, from which 76,000 arrests resulted.

Another forward step was taken by the Police Department in 1929 when the Scientific Crime Detection Laboratory was purchased from Northwestern University and made an integral part of the department. The personnel of this unit comprises some forty policemen, all of whom are either college graduates or specialists in their field.

Juvenile crime was in the spotlight in 1946 and this problem was approached by the newly created and enlarged Juvenile Crime Bureau.

The old Black Marias started to disappear from Chicago streets this same year. In their place came the modern

squadrol, a combination squad car and ambulance.

The Police Department is at present housed in thirty-nine stations placed strategically throughout the city. The Commissioner, as a member of the Mayor's Staff, has his office in the City Hall. Police Headquarters is located at 1121 South State Street.

With this generation has come a huge and difficult problem, that of traffic control and regulation. At present 1,200 men are assigned to this duty. The number of fatalities resulting from traffic accidents has been reduced from 505 in 1947 to 412 in 1949 as a result of this expanded program of public education and enforcement. It should be remembered that there were over 32,000 deaths from automobile accidents in the United States in 1949. Your Police Department is ever on the alert to prevent this dreadful massacre.

The total personnel of the Police Department is approximately 7,500, of which 300 are clerks, stenographers, etcetera.

On the walls of the office of the Commissioner in the City Hall, 221 stars of former policemen hang in tribute to a gallant and brave body of men who sacrificed their lives in line of duty. To the end that their sacrifice be not in vain, and that the streets of Chicago remain safe for all, your Police Department is respectfully dedicated.

The children now love luxury, they have bad manners and contempt for authority, they show disrespect for elders, and love chatter in place of exercise. Children are now tyrants, not the servants of their household. They no longer rise when elders enter the room. They contradict their parents, chatter before company, gobble up dainties at the table, cross their legs, and tyrannize over their teachers.—Written by Socrates more than 2,000 years ago. Courtesy of "The School Bell," Teachers College, University of Cincinnati

NOTES FROM THE FIELD

Good Books for Slow Readers

HELEN ATKINSON

DIVISION OF LIBRARIES¹

PROVIDING reading material for the young student whose interest level is far in advance of his reading ability has always been a most important and yet a difficult problem for both classroom teacher and teacher-librarian. With that thought in mind we have carefully examined the approved list of library books for the Chicago elementary schools and selected from it the titles that best fill this need. This bibliography includes only the fiction on the approved list.

			Interest Level	Reading Grade
Anderson, C. W.	Billy and Blaze.....	Macmillan, 1936 ...	3-8	3-5
	Blaze and the Forest Fire	Macmillan, 1938 ...	3-8	3-5
	Blaze and the Gypsies	Macmillan, 1937 ...	3-8	3-5
	Salute	Macmillan, 1940 ...	4-8	4-6
Atwater, R. T.	Mr. Popper's Penguins.....	Little, 1940	4-8	4-6
Bontemps, A. W.	Fast Sooner Hound.....	Houghton, 1942	3-8	3-5
Brown, M.	Stone Soup	Scribners, 1947	3-8	3-5
Coatsworth, E.	Thief Island	Macmillan, 1943	5-8	5-7
	Trudy and the Tree House.....	Macmillan, 1944 ...	3-8	3-5
Credle, E.	Down, Down the Mountain.....	Hale, 1934	3-8	3-5
De Angeli, M.	Bright April	Doubleday, 1946 ...	4-8	4-6
	Copper-Toed Boots	Doubleday, 1938 ...	4-8	4-6
DeLeeuw, A. L.	Patchwork Quilt	Little, 1943	4-8	4-6
Dennis, W.	Holiday	Viking, 1946	3-6	3-5
DeWitt, J.	Michael Sebastian MacKinley Smith..	Nelson, 1942	3-8	3-5
Disney, W.	Walt Disney's Bambi.....	Heath, 1944	3-8	3-5
Drummond, H.	Monkey That Would Not Kill.....	Dodd, 1925	3-8	3-5
Dumas, A.	Story of Three Musketeers; adapted by F. L. Beals and Bernadine Bailey	Sanborn, 1948	5-8	5-7
Edmonds, W. D.	Matchlock Gun	Dodd, 1941	4-8	4-6
	Tom Whipple	Dodd, 1942	5-8	5-7
Estes, E. R.	Hundred Dresses	Harcourt, 1944 ...	4-8	4-6
	Middle Moffat	Harcourt, 1942 ...	4-8	4-6
	Moffats	Harcourt, 1941 ...	4-8	4-6
	Rufus M	Harcourt, 1943 ...	4-8	4-6
Fishel, R. M.	Terry and Bunky Play Baseball ...	Putnam, 1947	4-8	4-6
	Terry and Bunky Play Basketball ..	Putnam, 1948	4-8	4-6
	Terry and Bunky Play Football ...	Putnam, 1945	3-8	3-5
Franklin, G. C.	Monte	Houghton, 1948 ...	4-8	4-6
Garst, D. S.	Cowboy Boots	Abingdon, 1946 ...	5-8	5-7
Geisel, T. S.	500 Hats of Bartholomew Cubbins...	Hale, 1938	3-8	3-5
	Thidwick, the Big-hearted Moose...	Random, 1948	3-8	3-5
Goetz, D.	Burro of Barnegat Road.....	Harcourt, 1945	4-8	4-6
Graham, A.	Timothy Turtle	Viking, 1946	3-8	3-5

¹Chicago Public Schools

Gramatky, H.	Hercules	Hale, 1940	3-8	3-5
	Little Toot	Hale, 1939	3-8	3-5
	Loopy	Hale, 1941	3-8	3-5
Hader, B. and E. ...	Big City	Macmillan, 1947 ...	3-8	3-5
Heal, E.	Dogie Boy	Whitman, 1943	3-8	3-5
Henderson, L.	Cap'n Dow and the Hole in the Doughnut	Abingdon, 1946	4-8	4-6
Henry, M.	Always Reddy	McGraw, 1947	4-8	4-6
	Justin Morgan Had a Horse.....	Follett, 1945	5-8	5-7
	King of the Wind.....	Rand, 1947	5-8	5-7
	Misty of Chincoteague.....	Rand, 1947	5-8	5-7
Hoffmann, E.	Sierra Sally	Nelson, 1944	4-8	4-6
Holling, H. C.	Tree in the Trail.....	Houghton, 1942	5-8	5-7
Johnson, M. S.	Barney of the North.....	Harcourt, 1939	3-8	3-5
	Dixie Dobie, A Sable Island Pony....	Harcourt, 1945	3-8	3-5
	Gay, a Shetland Sheepdog.....	Morrow, 1948	3-8	3-5
	Joey and Patches.....	Morrow, 1947	3-8	3-5
	Rex of the Coast Patrol.....	Harcourt, 1944	4-8	4-6
	Rolf, an Elkhound of Norway.....	Harcourt, 1941	3-8	3-5
	Sir Launcelot and Scamp.....	Harcourt, 1945	3-8	3-5
	Stablemates	Harcourt, 1942	3-8	3-5
	Tim, a Dog of the Mountains.....	Harcourt, 1940	3-8	3-5
	Vicki, a Guide Dog.....	Harcourt, 1946	4-8	4-6
Jordan, M. A.	"I Won't" Said the King.....	Knopf, 1945	4-8	4-6
Justus, M.	Sammy	Whitman, 1946	3-8	3-5
Lawson, R., ed.	Ben and Me.....	Little, 1939	5-8	5-7
	Mr. Twigg's Mistake.....	Little, 1947	5-8	5-7
McCloskey, R.	Homer Price	Viking, 1943	5-8	5-7
	Lentil	Hale, 1940	3-8	3-5
Mason, M. E.	Smiling Hill Farm.....	Ginn, 1937	4-8	4-6
Meader, S. W.	Skippy's Family	Harcourt, 1945	5-8	5-7
Meadowcroft, E.	By Wagon and Flatboat.....	Hale, 1938	5-8	5-7
Moderow, G., ed. ...	Six Great Stories.....	Scott, 1937	5-8	5-7
Molloy, A. B.	Coast Guard to Greenland.....	Houghton, 1942	5-8	5-7
North, S.	Greased Lightning	Hale, 1940	4-8	4-6
Ratzesberger, A.	Donkey Beads	Hale, 1938	3-8	3-5
Renick, J. and M. L. ...	David Cheers the Team.....	Scribner, 1941	5-8	5-7
Rigby, D.	Moustachio	Harper, 1947	3-8	3-5
Self, M. C.	Ponies on Parade.....	Dutton, 1945	4-8	4-6
Shapiro, I.	Casey Jones and Locomotive No. 638	Messner, 1944	5-8	5-7
	Steamboat Bill and the Captain's Top Hat	Messner, 1943	5-8	5-7
Simon, C. H.	Faraway Trail	Dutton, 1940	4-8	4-6
Sperry, A.	Bamboo, the Grass Tree.....	Macmillan, 1942 ...	3-8	3-5
	Call It Courage.....	Macmillan, 1940 ...	5-8	5-7
	Coconut, the Wonder Tree.....	Macmillan, 1942 ...	3-8	3-5
	One Day with Manu.....	Hale, 1933	4-8	4-6
Stong, P. D.	Honk: the Moose.....	Dodd, 1935	4-8	4-6
Thurber, J.	Great Quillow	Harcourt, 1944	4-8	4-6

Tousey, S.	Airplane Andy	Doubleday, 1942 ...	3-8	3-5
	Bill and the Circus.....	Whitman, 1947	3-8	3-5
	Bob and the Railroad.....	Doubleday, 1941 ...	3-8	3-5
	Cowboy Tommy	Hale, 1934	3-8	3-5
	Cowboy Tommy's Roundup.....	Hale, 1934	3-8	3-5
	Fisherman Tommy	Houghton, 1940 ...	3-8	3-5
	Jerry and the Pony Express.....	Doubleday, 1936 ...	3-8	3-5
	Little Bear's Pinto Pony.....	Whitman, 1943	3-8	3-5
	Lumberjack Bill	Houghton, 1943	4-8	4-6
	Ned and the Rustlers.....	Whitman, 1941	3-8	3-5
	Old Blue	Whitman, 1942	3-8	3-5
	Stagecoach Sam	Hale, 1940	3-8	3-5
	Steamboat Billy	Hale, 1935	3-8	3-5
	Tinker Tim	Doubleday, 1946 ...	4-8	4-6
	Treasure Cave	Whitman, 1946	4-8	4-6
	Trouble in the Gulch.....	Whitman, 1944	4-8	4-6
	Twin Calves	Whitman, 1940	3-8	3-5
	Val Rides the Oregon Trail.....	Doubleday, 1939....	4-8	4-6
	White Prince, the Arabian Horse....	Whitman, 1945	3-8	3-5
Travers, P. L.	Mary Poppins	Hale, 1937	5-8	5-7
	Mary Poppins Comes Back	Hale, 1937	5-8	5-7
	Mary Poppins Opens the Door	Reynal, 1943	5-8	5-7
Warner, G. C.	Boxcar Children	Scott, 1943	3-8	3-5
Webb, W. P.	Uncle Swithin's Inventions	Holiday, 1947	4-8	4-6
Wilder, L. I.	On the Banks of Plum Creek.....	Hale, 1947	4-8	4-6
Wright, F. F.	Secret of the Old Sampsey Place....	Abingdon, 1946	3-8	3-5

Recent and Remedial High School Fiction

MIRIAM E. PETERSON

DIVISION OF LIBRARIES¹

THE need for easy reading material for the slow reader in high school seems to increase with the rising percentage of students who enter and continue high school. Materials containing action, suspense, mystery, humor, character development, experiences, adolescent yearnings, and accurate information embodying a maturity of thought that is simply written are not readily located. Not only content but also format is an important consideration. Many secondary school students reject large print and profuse and colorful illustrations; others find them enormously appealing. Although the selection of materials for the retarded reader is always individual for a particular student and a particular school community, the following list of possibilities for the slow reader among the 1949 output of trade books may be helpful.

- Archibald, Joe. *Touchdown Glory*. Westminster, 1949. \$2.50. Gr. 7 up. Football story which touches the problem of hiring professional players.
- Atwater, Montgomery. *Smoke Patrol*. Random, 1949. \$2.50. Gr. 7 up. Parachutes, forest fires, danger, and daring in the Air Service.
- Baker, Nina. *Ten American Cities*. Harcourt, 1949. \$2.50. Gr. 7 up. Introductory aspects of each city with one important episode.
- Boylston, Helen Dore. *Sue Barton, Neighborhood Nurse*. Little, 1949. \$2.50. Gr. 7 up. Sue Barton, now married and the mother of three children, still finds real use for her training.
- Brier, Howard M. *Blackboard Magic*. Random, 1949. \$2.50. Gr. 6 up. Skip Turner makes good on his small town school basketball team which whips the large city high team.

¹Chicago Public Schools

- Brooks, Walter R. *Freddy Plays Football*. Knopf, 1949. \$2.50. Gr. 4 up. Freddy, an unusual pig, makes the Centerboro High School football team.
- Buck, Pearl S. *The Good Earth*. Globe, 1949. \$1.20. A simplified school edition of a Nobel Prize novel adapted by Jay E. Greene.
- Burgwyn, Nebane Holoman. *Lucky Mischief*. Oxford, 1949. \$2.50. Gr. 7 up. Story of a Negro boy in South Carolina, a neighborhood gang, a 4H contest, and an escaped convict.
- Chute, B. J. *Teen-Age Sports Parade*. Lantern, 1949. \$2.50. Gr. 6 up. Eleven sports stories by the author.
- Cooper, Alice Cecilia, editor. *Modern Short Stories*. Globe, 1949. \$1.20. Gr. 7 up. Short stories by Bess S. Aldrich, John Galsworthy, Howard Brubaker, James Street, Alfred Noyes, Austin Strong, and Louise Lamberton, adapted and simplified.
- Crump, Irving, editor. *Boys' Life Dog Stories*. Nelson, 1949. \$2.00. Gr. 7 up. Collection of stories from popular authors.
- Davis, Kenneth. *General Eisenhower, Soldier of Democracy*. Doubleday, 1949. \$1.00. Gr. 7 up. Version adapted from *Soldier of Democracy*.
- De Angeli, Marguerite. *Door in the Wall*. Doubleday, 1949. \$2.50. Gr. 4 up. In a setting of medieval pageantry, crippled Robin courageously saves the castle of Lindsay and wins the King's recognition.
- DuSoe, Robert C. *Sea Boots*. Longmans, 1949. \$2.50. Gr. 6 up. Pedro stows away on a deep sea fishing clipper unaware of the hazards that follow.
- Eaton, Jeanette. *Buckey O'Neill of Arizona*. Morrow, 1949. \$2.50. Gr. 7 up. Vivid portrayal of a colorful character.
- Farley, Walter. *Black Stallion and Satan*. Random, 1949. \$2.00. Gr. 7 up. Thrills and suspense when the Black Stallion and Satan meet.
- Felsen, Henry Gregor. *Bertie Makes a Break*. Dutton, 1949. \$2.50. Gr. 6 up. Another story of the irresistible fat boy and his problems of making the team, breaking into business, driving a car, and attending school dances—humorously related.
- Fenner, Phyllis Reid, compiler. *Horses, Horses, Horses*. Watts, 1949. \$2.50. Gr. 4 up. Collection of eighteen horse stories by popular authors.
- Fennimore, Stephen. *Bush Holiday*. Doubleday, 1949. \$2.50. Gr. 5 up. Australian adventure story.
- Flood, Richard. *The Fighting Southpaw*. Houghton, 1949. \$2.25. Gr. 6 up. Story of a piano-playing baseball hero.
- Franklin, George Cary. *Tricky; the Adventures of a Red Fox*. Houghton, 1949. \$2.25. Gr. 4 up. Accurate informative story with interest level geared above reading level.
- Garst, Doris Shannon. *Silver Spurs for Cowboy Boots*. Abingdon, 1949. \$2.00. Gr. 5 up. Easy reading ranch story of roundups, stampedes, and rodeos.
- Gates, Doris. *River Ranch*. Viking, 1949. \$2.00. Gr. 5 up. Ranch story of mysterious rustlers, F. B. I. agent, and night rides. Plot and characters faulty, but story will meet easy reading demand.
- Grant, Bruce. *Eagle of the Sea*. Rand, 1949. \$2.50. Gr. 6 up. Exciting story of the U. S. frigate "Constitution" centered around two Revolutionary youths whose love for the sea leads them to join America's first Navy. Splendid illustrations.
- Harkins, Philip. *Punt Formation*. Morrow, 1949. \$2.50. Gr. 7 up. Story of a high school football player whose specialty was kicking and passing. Contrived and unreal, but easy reading.
- Henry, Marguerite. *Sea Star, Orphan of Chincoteague*. Rand, 1949. \$2.75. Gr. 4 up. Sequel to *Misty of Chincoteague*. Warm and tender story of foal orphaned on Pony Penny Day on Assateague and Chincoteague Islands.
- Hogue, Dock. *Bob Clifton, Elephant Hunter*. Holt, 1949. \$2.50. Gr. 7 up. Story of an American boy on a coffee plantation and of an elephant rampage.
- Holbrook, Stewart Hall. *America's Ethan Allen*. Houghton, 1949. \$2.50. Gr. 5 up. Dramatic portrayal of hero of Fort Ticonderoga. Beautiful robust illustrations.
- Irving, Washington. *Rip Van Winkle and the Legend of Sleepy Hollow*; adapted by R. A. Pulliam and O. N. Darby. Steck, 1949. \$1.50. Attractive illustrations and format. The spark of the original lost in adaptation, but may have remedial value.

- Jagendorf, M. *The Marvelous Adventures of Johnny Darling*. Vanguard, 1949. \$2.75. Gr. 6 up. Tall tales of the Catskill Mountain hero.
- Jones, Lloid. *Holiday Mountain*. Westminster, 1949. \$2.50. Gr. 7 up. The joys and tribulations of the Campbell family in running a resort in the Colorado Rockies.
- Judson, Clara Ingram. *Green Ginger Jar*. Houghton, 1949. \$2.50. Gr. 6 up. Stirring mystery of a ginger jar in a Chinese-American family in Chicago's Chinatown.
- Kinney, Harrison. *The Lonesome Bear*. Whittlesey, 1949. \$2.00. Gr. 4 up. Hilarious account of a marshmallow-eating tame bear. Short easy story.
- Kjelgaard, James A. *Nose for Trouble*. Holiday, 1949. \$2.50. Gr. 7 up. A wilderness mystery story including a game warden, a bloodhound, and a pinto pony.
- Knapp, Sally. *Eleanor Roosevelt*. Crowell, 1949. \$2.50. Gr. 6 up. Childhood, youth, and later life of a world citizen. Simply told.
- Lawson, Robert. *Fabulous Flight*. Little, 1949. \$2.50. Gr. 5 up. Fantastic quest of a diminutive boy in locating atomic secret. Satire.
- Lewellen, John. *You and Atomic Energy and Its Wonderful Uses*. Childrens Press, 1949. \$1.50. Gr. 6 up. Simplified telling with humorous illustrations by Lois Fisher.
- Lippincott, Joseph Wharton. *Wolf King*. Lippincott, 1949. \$2.50. Gr. 7 up. Thrilling account of a giant black wolf in Alberta region. New edition, first published 1915.
- McMeeking, Isabel. *Kentucky Derby Winner*. McKay, 1949. \$2.50. Gr. 4 up. Story of Aristides and the first Kentucky Derby.
- Macleod, Mary. *The Book of King Arthur and His Noble Knights; Stories from Sir Thomas Malory's Morte D'Arthur*. Lippincott, 1949. \$2.50. Gr. 6 up. New edition. Good format and illustrations.
- Malvern, Gladys. *Eric's Girls*. Messner, 1949. \$2.50. Gr. 7 up. Well-written teen-age romance with New Amsterdam background in pre-Revolutionary days.
- Meador, Stephen W. *Cedar's Boy*. Harcourt, 1949. \$2.50. Gr. 6 up. Well-written story of harness racing, and a country fair with element of mystery.
- Meek, Sterner St. Paul. *Boots; the Story of a Working Sheep Dog*. Knopf, 1948. \$2.50. Gr. 5 up. An absorbing dog story and an accurate presentation of sheep ranching.
- Meek, Sterner St. Paul. *Midnight, a Cow Pony*. Knopf, 1949. \$2.50. Gr. 7 up. Mystery, cowboys, horse wranglers, and a New Yorker in a Texas ranch setting.
- Meigs, Elizabeth Bleecker. *Silver Quest*. Bobbs, 1949. Gr. 5 up. Story of a white stallion, a descendant of Cortez' famous Arab horse, and Chela, a Mexican girl. Mystic quality in the telling.
- Meyer, Jerome S. *Picture Book of Molecules and Atoms*. Lothrop, 1947. \$2.00. Gr. 5 up. A simplified presentation of atomic energy.
- Montgomery, Rutherford. *Kildie House*. Doubleday, 1949. \$2.50. Gr. 5 up. Unusual story of a Redwoods hermit and animal lover and his new backwoods friends with housing problem and family feud. Of interest to all ages.
- Morgan, Alfred. *A Pet Book for Boys and Girls*. Scribner's, 1949. \$2.75. Gr. 4 up. An attractive and practical book on pets. For all ages.
- Morrison, Morie. *Here's How in Fishing*. Garden, 1949. \$2.95. Simple text with abundance of clear, humorous illustrations. For all ages.
- Morse, Ray. *Cadets at Kings Point*. Aladdin, 1949. \$2.50. Gr. 7 up. Story of three cadet heroes and the Merchant Marine Academy.
- O'Rourke, Frank. *The Team*. Barnes, 1949. \$2.50. Gr. 7 up. Behind the scenes account of the workings of a major league ball club. Vocabulary level may be difficult for slow readers, but subject may attract the non-reader.
- Price, Willard De Mille. *Amazon Adventure*. Day, 1949. \$2.50. Gr. 7 up. Hal and Roger Hunt encounter plenty of danger and suspense, especially during the last half of their Amazon expedition when their father is called home.
- Regli, Adolph. *Fiddling Cowboy*. McKay, 1949. \$2.50. Gr. 7 up. An Illinois boy makes good as western cowboy in the 1870's.
- Renick, Marion. *The Dooleys Play Ball*. Scribner's, 1949. \$2.25. Gr. 3 up. Warm family story of softball fans. Large print. May be useful for pronounced retardation.

- Robinson, Thomas Pendleton. *Trigger John's Son*. Viking, 1949. \$2.50. Gr. 6 up. In the vein of *Tom Sawyer*, Trigger, an orphan, brings interest and excitement to his new home and community.
- Rounds, Glen. *Ol' Paul, the Mighty Logger*. Holiday, 1949. \$2.50. Gr. 5 up. New edition; "Baby Rainstorm" and "The Giant Bullsake" added. Small book, large type, robust illustrations.
- Rounds, Glen. *Rodeo, Bulls, Bucks, and Buckaroos*. Holiday, 1949. \$2.25. Gr. 4 up. All about a Rodeo Day, riding, roping, clowning. Vigorous illustrations, large type.
- Rush, William Marshall. *Red Fox of the Kinapoo*. Longmans, 1949. \$2.75. Gr. 7 up. Moving story of the Nez Perce's Indians and the white man's ruthless abuse and treachery.
- Scholz, Jackson. *Johnny King, Quarterback*. Morrow, 1949. \$2.50. Gr. 7 up. Absorbing but mediocre story of college and professional football.
- Seymour, Alta Halverson. *Secret of the Hidden Room*. Westminster, 1949. \$2.50. Gr. 7 up. Mystery of hidden treasure — a good thriller.
- Slobodkin, Louis. *Bixxy and the Secret Message*. Macmillan, 1949. \$2.00. Gr. 3 up. Humorous story of an army carrier pigeon and a group of cub scouts. A bit of the ridiculous that will amuse adults.
- Spencer, Cornelia. *Straight Furrow, the Biography of Harry S. Truman for Young People*. Day, 1949. \$2.50. Gr. 7 up. Story of President Truman through his inauguration, January, 1949. Easy reading but small print.
- Stapp, Arthur D. *Escape on Skis*. Morrow, 1949. \$2.50. Gr. 6 up. Story of danger, suspense, and sportsmanship in Mount Ranier National Park.
- Stevenson, Robert Louis. *Kidnapped*; adapted by R. A. Pulliam and O. N. Darby. Steck, 1949. \$2.50. Format and illustrations excellent. May serve remedial needs.
- Tunis, John Roberts. *Young Razzle*. Morrow, 1949. \$2.50. Gr. 7 up. Another baseball story for Tunis fans.
- Waldman, Frank. *Famous American Athletes of Today*, Eleventh Series. Page, 1949. \$3.00. Gr. 7 up. Stories of popular athletes such as Jackie Robinson, William Hogan, and Barbara Ann Scott.
- Whitney, Phyllis A. *Mystery of the Gulls*. Westminster, 1949. \$2.50. Gr. 6 up. A Mackinac Island setting for a girls' mystery story.
- Wyatt, Geraldine. *Wronghand*. Longmans, 1949. \$2.50. Gr. 7 up. A post-Civil War western story of Todd Parrish and his cattle drive from Texas to Abilene, Kansas.

NEW TEACHING AIDS

EDITED BY JOSEPH J. URBANCEK

CHICAGO TEACHERS COLLEGE

Contributors to this section are Joseph Chada, Ruth M. Dyrud, David B. Erikson, James P. Fitzwater, Ursula H. Maethner, H. C. Nelson, James W. Reilly, Dorothy F. Roberts, James I. Swearingen, Catherine M. Taheny; Miscellany, Louise M. Jacobs

FILMS

The following recently acquired films are available to the Chicago Public Schools from the Division of Visual Education.

Japan: An Island Nation. 20 minutes. 16 mm sound in black and white. (Call Number X-J-8.) Produced by United World Films.

The country of Japan illustrates the geographic principle that living is difficult in an area where farmland and other resources are limited. By working hard and developing industry, people in densely populated countries overcome some of their difficulties. Of interest to classes in social studies.

Wyoming and Its Resources. 30 minutes. 16 mm sound, in color. (Call Number X-W-41.)

This film describes the resources of this state which include water for power development, minerals, live stock, grains, grasses, and some lumber. The important mineral developments are those of oil and gas, coal, and iron ore. The Cheyenne Rodeo, included in the last of the film, is one of the interesting events of the "cow country." The recreation centers of the Grand Teton Mountains and the Yellowstone National Park are included. Of interest to classes in geography studying the resources of the United States.

Bread and Wine. 16 minutes. 16 mm sound in black and white. (Call Number X-B-67.) Produced by Julian Bryan of International Film Foundation.

Italian agriculture and the "mezzadria" system is presented. Picturization of cultivation of crops, the making of bread, and other routines in the life of the farmer make an interesting background study of the economic and racial structure of modern Italy. Of interest to classes in social studies, geography, or human relations.

Colour in Clay. 10 minutes. 16 mm sound in color. (Call Number X-C-62.) Produced for Encyclopaedia Britannica Films, Inc.

This film portrays modern commercial pottery making in its authentic setting. It shows the successful combination of art principles with modern technological methods. The steps in mixing and shaping the clay, applying the decoration, firing, and glazing are shown. Of interest to art and home economics classes.

Island of Faith. 20 minutes. 16 mm sound in black and white. (Call Number X-I-28.) Produced by the Economic Co-operation Administration.

This film reviews the experiences of the Dutch community of Walcheren whose people lost their homes and land to the German armies in the early part of World War II. Through their own efforts and the assistance of funds provided in the Marshall Plan for European Recovery, the people returned and re-established the community. Of interest to classes in modern history.

Transportation in the United States. 1 reel. 17 minutes. 16 mm sound. Black and white, \$55.

Pointing out that the railroads are still the backbone of the nation's transportation system, the film discusses both the shortcomings and the progress made in rail transportation and how the need for progressive action is being met—as it applies to freight and passenger requirements. Of interest to classes in general social studies, economics, and civics.

Turkey. 1 reel. 19 minutes. 16 mm sound. Black and white, \$55. Produced by March of Time Forum Films.

The film traces Turkey's history from the days when Constantinople was the capital of the Ottoman empire to today's continuing struggle to retain control of the vital Dardanelles. Of interest to classes in geography, history, and human relations.

Use of Forests. 1 reel. 11 minutes. 16 mm sound. Black and white, \$45; color, \$90. Produced by Coronet Instructional Films, Inc., Social Studies Series.

Shows a visit to the great forest areas of our country to see the most important and valuable types of trees. The numerous uses of wood itself, its many products, and the irreplaceable value of our forests as major economic resources and areas for recreation and wildlife are shown. Of interest to classes in general science, economics, and general social studies.

Ways to Good Habits. 1 reel. 10 minutes. 16 mm sound. Black and white, \$45; color, \$90. Produced by Coronet Instructional Films, Inc.

Through real, clearly understandable situations the film demonstrates how to substitute good habits for bad ones and motivates the younger student to build good habits of his own. Of interest to classes in guidance and counseling and language arts.

We Plan Together. 1 reel. 20 minutes. 16 mm sound. Black and white, \$75. Produced by Teachers College, Columbia University, Bureau of Publications.

Eleventh-grade pupils at a New York City high school plan co-operatively in a core program. A new student tells of his experiences and changing viewpoint as he becomes a part of the program. Of interest to classes in teacher training, language arts, and human relations.

Westminster Abbey. 1 reel. 10 minutes. 16 mm sound. Black and white, \$17.50. Produced by Post Pictures Corporation, Symphonies in Stone Series.

Gives a history of Westminster Abbey with its tombs and shrines, remarkable architectural features, the coronation stone and chair, and the unknown soldier's tomb. Of interest to classes in history, geography, and literature.

The White House. 1 reel. 15 minutes. 16 mm sound. Black and white, \$55. Produced by March of Time Forum Films.

The history and drama of our past is brought alive in the beautiful rooms of the White House. A discussion of its remodeling and enlarging since its burning during the War of 1812 is included. Of interest to classes in history and civics.

You and Your Work. 1 reel. 10 minutes. 16 mm sound. Black and white, \$45; color, \$90. Produced by Coronet Instructional Films, Inc.

The story of Frank Taylor illustrates the importance of being satisfied and happy in one's work and of achieving the right attitude and approach through personal adjustment. Of interest to classes in vocational guidance, guidance and counseling, and commercial studies. J. F. F.

Cattle Drive. 1 reel. 11 minutes. 16 mm sound, in color. Produced by Viking Pictures Corporation. Released and distributed by Encyclopaedia Britannica Films, Inc., Wilmette, Illinois.

This film presents a rather complete story of rounding up a large herd of Hereford, Whiteface cattle on a western ranch. It shows the various steps in ranching from the beginning of a roundup until the cattle are aboard a stock train headed for a large city market. The film is especially suited to children of the lower grades; color adds to its effectiveness. J. I. S.

The Meaning of the Industrial Revolution. 1 reel. 16 mm sound in black and white. Produced by Coronet Films, 65 East South Water Street, Chicago 1, Illinois.

A film suitable for the seventh to ninth grades. The sequences in the unfolding story of the Industrial Revolution are well presented and give an adequate picture of how the domestic system was changed to machine production. The difference between the pre-industrial age way of life and today's standards of living is brought out rather forcefully. The film, however, could have been much improved and even made usable for higher levels of instruction if the editors had included in it the social problems which the Industrial Revolution created in the nineteenth

century. A correction should be made in the scene illustrating the pouring of steel ingots. The photography in this detail is completely unintelligible. J. C.

La Familia Sanchez. 1 reel. 11 minutes. 16 mm sound. Black and white, \$50; a record of the dialogue, \$2.50. Narrated by S. N. Treviño of the University of Chicago. Produced by Encyclopaedia Britannica Films, Inc., Wilmette, Illinois. Available for preview and rental at 207 South Green Street, Chicago 7.

The film shows a young boy and his father traveling from a farm in southern Spain to a market in the city. Along the way they observe men plowing with oxen, laborers gathering olives, a village scene around the fountain, and a mock bull fight. In the city the boy buys castanets for his sister's birthday. The final scene shows the party that night with the father playing a guitar and the girl dancing with the castanets.

The film is narrated slowly and would be suitable for use near the end of the first year in high school. Although the main character is a child, the careful selection of scenes and incidents makes the film of much broader interest and usable even for college audiences. It is furnished with text and suggested activities. The separate record contains the complete narration of the film.

J. W. R.

Yours Is the Land. 16 mm sound, in color. Produced by the Conservation Foundation in association with the New York Zoological Society. Distributed by Encyclopaedia Britannica Films, Inc., 207 South Green Street, Chicago. Rental \$7 for 1-3 days.

This film explains the creation of soil from rocks, plants, and animals. Man's use and destruction of the natural resources are then traced. Emphasis is placed upon the consequences of man's ignorance, carelessness, and greed. The effects of wind and water erosion and deforestation are dramatically portrayed and the need for conservation is made crystal clear. Beautiful color photography with frequent glimpses of wild life should guarantee student attention. Usable for high school and college classes in social science, civics, and history. D. B. E.

Contemporary American Painting. In full color. Produced by Encyclopaedia Britannica Films, Inc., Wilmette, Illinois, in collaboration with Daniel Catton Rich, Director of the Art Institute of Chicago. Individual filmstrips \$6; complete series of five in a book-type container, \$27.

This series of filmstrips is the latest step in the now famed support of our national painting. Senator Benton, board chairman of both Encyclo-

Creation of a Portrait. 1 reel. 16 mm sound, in color. Abel G. Warshawsky, painter. Distributed by Encyclopaedia Britannica Films, Inc., Wilmette, Illinois, 1950. \$90. Rental \$4 for the first three days, \$1 for each additional day.

An American portrait painter demonstrates the classic technique of glazing. The film shows the progression from raw canvas through monochromatic form painting. Then a series of eight glazes build up luminous and transparent color as the portrait nears completion. This film is intended for use by college and high school art classes, adult groups, and for museums and art galleries. R. M. D.

Badminton Fundamentals. 16 mm sound. Produced by Coronet. Obtainable through Coronet Instructional Films, 65 East South Water Street, Chicago 1, Illinois.

This film explains and diagrams regulation courts for singles and doubles play, touches briefly on equipment, and demonstrates proper grip for forehand and backhand. The flight of the bird in the Clear, Smash, Drive, and Drop serve is effectively diagrammed and explained.

The film is not as basically fundamental as the name would indicate and could be used most effectively after players have had some practical experience in attempting all the above mentioned fundamentals. It is of more value for teaching individuals than a class. No attempt is made to illustrate actual game techniques or scoring procedure. U. H. M.

Une Famille Bretonne. 1 reel. 16 mm sound. Black and white, \$50; a record of the dialogue, \$2.50. Produced by Encyclopaedia Britannica Films, Inc., Wilmette, Illinois. Available for preview and rental at 207 South Green Street, Chicago 7.

Scenes in the daily life of these Breton children are shown as they go from the farm to school and to the neighboring town of Dinan. The dialogue in French, simple in subject matter and vocabulary, should not be too difficult for students at the end of the second semester in high school. The special feature of this set is the record of the dialogue which offers added opportunity for aural practice. D. F. R.

FILMSTRIPS

paedia Britannica and Encyclopaedia Britannica Films, and owner of the *Cross-Section of Painting in Our Country* collection from 1900 to 1950 announces a further service in acquainting us with our heritage. For three years forty of the original collection of 127 canvases will tour schools, state universities, and libraries throughout the nation. Each year arrangements will be made whereby one of the educational organizations or institu-

tions which demonstrates outstanding leadership in audio-visual education will be given one of the forty paintings for permanent retention on the recommendation of professional leaders.

Let's Look at a Painting is a 60-frame introduction to the basics of art. Color, form, space, texture, tone, line, composition, balance, rhythm, proportion, and unity are all explained by word and their use in painting is shown.

Realism, of subject matter and rendition, is traced in our country from its twentieth century inception in 1908. "The Eight," their roots and their offshoots, are shown verbally and in the color frames.

The American Scene movement is seen as a rebellion against European art influences. Lacking from the collection is a painting by Curry, but the development and growth of the Regionalists is covered by the works of Benton, Wood, Sample, Mechau, Fiene, and others. Later the use of painting as a form of social commentary in the thirties leads to the suggested research which ironically shows the fore-runners still to be the Europeans like Hogarth and Daumier.

Romanticism in theme and origin, is an area in which the merging of the fine arts is prominent. The painter uses color as his principal expressive element in depicting his personal statement of drama, imagination, mood, and nature in its many aspects. Again, historical background is pointed out and suggestions given for self-expression on the part of the viewers of the film.

Modernism in twentieth century American painting is seen to disregard subject matter in its emphasis on free use of color and form. The Expressionists' purposeful transformation of motif is shown in several aspects. Viewers are informed concerning the logic of Cubism and the juggling of elements in abstraction for the purpose of heightened sensation. An example of Pippin's primitivism and two examples of Surrealism bring the strip to the closing pattern: a review of significant examples, suggestions for reading, and guides to the application of the understandings gained, either by word or graphic process.

R. M. D.

Health Series. 35 mm, in black and white. Produced by Encyclopaedia Britannica Films, Inc., Wilmette, Illinois. 1950.

This series of eight filmstrips is best adapted for use in high school biology and college biology survey courses to illustrate the basic facts of human physiology. They represent for the most part abbreviated editions of the same material taught in the sound films with identical titles, and are therefore subject to the same basic criticisms.

Many views show only a few structures identi-

fied, or too little of the structures being studied. The so-called helps at the conclusion of the strips are not sufficiently complete, and could more appropriately accompany the filmstrips as mimeographed material to be used in the laboratory. The illustrations are excellent and the titles sufficiently explanatory. The questions near the close of each filmstrip should be very helpful for review purposes.

Body Defenses Against Disease emphasizes the important defense mechanisms of the body against disease, such as skin, phagocytic activity of leucocytes, lymph nodes, liver and spleen, and the role of the various antibodies in the blood.

Heart and Circulation adequately describes the structure and functioning of the heart. The structures of the heart are numbered to enable the instructor to quiz students on their knowledge of the material. The path of circulation is also described. Some of the numbers used to identify structures could be more easily observed by large groups if they were increased in size.

The Teeth discusses (1) how a tooth grows; (2) how and why a tooth decays; (3) which foods help build strong teeth; (4) how to brush the teeth, and (5) how the dentist cares for the teeth. The material is well presented and illustrations are excellent.

Foods and Nutrition is largely devoted to a discussion of experiments illustrating the use of foods in the body. Some of the pictures are too diagrammatic, but for the most part the illustrations are good and well chosen.

Eyes and Their Care is an abbreviated edition of the sound film of that name. The illustrations are excellent, but repeated too often. The distinction between the role of the rod and that of the cone cells is not clearly explained. The organization is good, and the material should be useful, particularly for review purposes in conjunction with other materials. The presentation of eye defects is good, but additional material on this subject would add greater interest. Greater stress should also be placed on the proper care of the eyes.

Care of the Feet discusses (1) the structure of the foot; (2) the common disorders of the feet; (3) how foot disorders can be prevented, (4) how foot disorders can be treated. The material is well presented and should be of considerable value to the student.

Reproduction Among Mammals, as in the sound film of that name, includes the following topics: (1) what are the parts of the male and female reproductive systems; (2) how are the male and female germ cells produced; (3) how does the embryo develop and (4) how do the embryos of man and pig develop?

H. C. N.

SLIDEFILMS

The following films, which can be shown on any standard 35 mm sound slidefilm projector, are available through the courtesy of the American Music Conference, 332 South Michigan Avenue, Chicago 4, Illinois. Price: Return postage.

You Can Make Music. 15 minutes. 35 mm sound, in color. This film should encourage and stimulate the children in grades 2-5 to develop musically and to learn to make music themselves.

Teachers, parents, school officials, and leaders in social and civic organizations should be interested in the possibilities for advancement and musical growth herein demonstrated.

Moving Ahead With Music. 15 minutes. 35 mm sound, in color. Designed to benefit the children by bringing music to them and to promote cultural activities in the community.

C. M. T.

Good Schools Don't Just Happen. Produced and distributed by Science Research Associates, 228 South Wabash Avenue, Chicago 4, Illinois. 1950. Quantities of 100 or more 5½ cents each; less than 100, 10 cents each.

This brochure, the result of co-operative thinking and planning by lay leaders and educators, is designed to give community leaders a clearer explanation of educational changes needed to help youth become better citizens.

A Bibliography of Books for Children. Bulletin No. 37 of the Association for Childhood Education International, 1200 Fifteenth Street, N.W., Washington 5, D. C., 1950. Pp. 120. \$1.00; lots of twenty-five or more 90 cents each.

The 1950 edition contains a selected annotated list of a thousand books, old favorites as well as the newest, classified according to content into eighteen categories. In keeping with the trend of the times the Regional Section is the largest, including books about thirty-four countries. Additional aids are the age classifications and title, author, and publisher indices. Invaluable for elementary teachers and librarians.

"An Experimental Course of Study for Secondary Students in the Use of Magazines," by Edith Wilhelmina Lawson, and "Freshmen — The Problems That Confront Them," by Florence E. Bain. *Illinois English Bulletin*, November, 1950. Illinois Association of Teachers of English, Urbana. Pp. 23. 25 cents.

These are two good samples of the excellent articles which appear monthly from October to May in the *Illinois English Bulletin*, the official publication of the Association. Communications may be addressed to J. N. Hook, 121 Lincoln Hall, Urbana, Illinois.

What Teachers See. By George M. Wheatty et al. Metropolitan Life Insurance Company, New York. 1948. Pp. 33. Free to school administrators and teachers.

An excellent brochure designed to help teachers recognize signs indicating departure from good health. Many colored photographs taken at the Children's Clinic of New York Hospital, Cornell Medical Center, and at the Hunter College Elementary School objectify the discussion on the kinds of health defects to which children are subject. Every teacher should have a copy.

Enjoying Music — Dance, Song, Band. In *Arts in Childhood*, Series V, Bulletin 3. Fisk University, Nashville 8. 1950. Pp. 18. 25 cents.

A series of articles on teaching music, rhythm, dramatic play, and art intended to cultivate ap-

preciation of the arts among children and to foster their creative expression in the arts.

A Selection of Books for Boys and Girls, 1949. Prepared by Ann Elizabeth Golding and Staff of the Boys and Girls' Library of the Newton Free Library, Newton, Massachusetts. Pp. 24.

A selected, graded list of recent books ranging from the picture book age through junior high school. Attractively decorated with illustrations from children's books.

A New Annotated Reading Guide for Children with Partial Vision. Compiled by Lorraine Galisdorfer. Available from the compiler, Charles Lindbergh School, Kenmore 23, New York, 1950. Pp. 94. \$1.00.

This compilation brings together widely scattered sources of printed aids for use in sight saving classrooms. Picture and story books, subject matter texts, basic readers, and arithmetic books comprise the list. Important features are the indication of size of type and grade level for each reference. Very valuable for all persons dealing with sight saving.

Folklore. Compiled by Dr. Elizabeth Pilant, Executive Secretary, National Conference American Folklore for Youth, Ball State Teachers College, Muncie, Indiana.

A packet of mimeographed material consisting of an excellent bibliography on North American folklore for children compiled by Evelyn R. Sickels, and reprints of articles and speeches on the subject by Dr. Pilant and others.

Save Your Eyes. Compiled by Marcia Hill and Dora Crouter. Division of Special Education, State Department of Education, Salem, Massachusetts. 1950. Pp. 27. Free.

A selected, graded list of library books for visually handicapped children. Basic considerations in compiling the list were size and clearness of type, spacing, quality of paper, and literary quality. Excellent list.

Speaks Series of Biographical Booklets. By Leonard S. Kenworthy, Brooklyn College, Brooklyn 10, New York. 8 pp. per title; 5c a copy. Less in quantities.

Eight page biographical booklets containing one page of biography and seven of quotations. Latest titles include *Thomas Jefferson*, *Henry David Thoreau*, *James Weldon Johnson*, *Jawaharlal Nehru*, and others. Request list of titles from Dr. Kenworthy.

Books of the Year for Children. Selected by the Children's Book Committee, Child Study Association of America, 132 East 74th Street, New York 21, New York. 1949. Pp. 28. 25 cents:

This list, carefully selected by a committee of twenty-five parents, teachers, librarians, and others working with children's books, covers a wide range of interests and age levels. Books of outstanding quality and those which illuminate today's world for children are so indicated.

Ranger 'Rithmetic. Seventh Grade Edition. Forest Service, U. S. Department of Agriculture, Washington 25, D. C. August, 1950. Available free to teachers.

Contains problems designed to help teach forest conservation. Statements following each problem lend themselves to discussion in social studies, science, and other classes.

Survival Under Atomic Attack. NSRB Doc. 130. Superintendent of Documents, U. S. Government Printing Office, Washington, D. C., 1950. Pp. 31. 10 cents. 25% discount for orders in excess of 100.

A sensible evaluation of the effects of atomic bombing, and suggestions for behavior during an attack.

"Promising Developments in Elementary Social Studies," *Education Briefs*, No. 20. By Wilhelmina Hill. Federal Security Agency, Office of Education, Washington 25, D. C. 1950. Pp. 15. Supply limited. Single copy requests free.

An excellent discussion of what is being done in social studies in the elementary schools to meet the needs of children in a democratic society, exemplified by brief illustrations provided from schools or school systems.

NEWS

EDITED BY GEORGE J. STEINER

CHICAGO TEACHERS COLLEGE

AMERICAN EDUCATION TODAY—Recently Willard E. Givens, Executive Secretary of the National Educational Association, promulgated his creed on the outstanding needs in American education today. They are to:

1. *Teach the art of peace.* Provide educational experiences that will produce political maturity, safeguard our democracy, and help to build world understanding and peace.
2. *Emphasize basic skills.* Develop basic skills necessary for clear and objective thinking and reading; listening; observing, discussing, obtaining, evaluating, and organizing information; and reaching conclusions.
3. *Teach for real life.* Build school curriculum based on the real needs of the individual and of society in this area.
4. *Serve all children.* Provide curriculum extensive enough to meet the educational needs of all children and youth and in harmony with the best we know.
5. *Provide a complete education.* Develop an adequate program of public education extending at least through fourteen years of schooling, providing at the upper level community junior colleges.
6. *Build better school buildings.* Remove the serious shortage of adequate school buildings.
7. *Improve school support.* Organize and finance schools to insure every child a sound minimum education.
8. *Improve our profession.* Find better ways for discovering and training potential teachers and of promoting inservice improvement.
9. *Provide enough good teachers.* Secure adequate supply of better-prepared, better-paid, and more

competent teachers and administrators—leaders who love children and teaching.

10. *Make teachers' salaries attractive.* Adopt professional salary schedules in all public schools.
11. *Improve public relations.* Improve school-community relationships.
12. *Promote greater public appreciation.* Bring about understanding and appreciation on the part of the public of the contribution schools are making in building and maintaining our democratic society.
13. *Improve human relations.* Improve ways of getting along well with others.

ANTI-GLASS BREAKAGE CONTEST—On November 6, 1950, 163 winners in the Chicago Public Schools' anti-glass breakage contest received awards for their schools in the Board Rooms of the Board of Education.

The occasion marked the steady progress of an anti-vandalism campaign inaugurated in 1946 by Board Member William Bachrach who originally led the campaign to minimize window breakage in the 420 Chicago Public Schools. In 1946 the number of window panes broken was 60,799; figured at a cost of \$5.00 per replacement, this meant a loss to the school board of \$304,000 that year. In 1947 the campaign in the schools reduced the breakage to 37,105 panes, but there was a slight upward surge in 1948 with 37,435. In 1949 the number was reduced to 33,916, or a savings to the school board of approximately \$169,580 over 1946. The campaign was given

impetus by offering school library books as awards for schools showing the best record for reduction of glass breakage.

FORD FOUNDATION — With emphasis on human welfare, the Ford Foundation will make available approximately 200 million dollars to colleges, universities, and professional organizations for research and other activities. Trustees of the Ford Foundation have announced they will support activities which promise significant contributions to human welfare in the following areas:

1. *World peace* activities directed towards the mitigation of tensions which threaten world peace; the development among the peoples of the world of an understanding and of conditions essential to permanent peace; and the improvement and strengthening of the United Nations.
2. *Freedom and democracy* activities directed toward the elimination of restrictions of freedom of thought, inquiry, and expression in the United States; and the maintenance of democratic control over concentration of public and private power while at the same time preserving freedom for scientific and technological endeavor, economic initiative, and cultural development.
3. *Economic wellbeing of people everywhere* activities directed toward the achievement of a growing economy, high output, and the highest possible level of constructive employment; and the achievement of a greater degree of equality of opportunity for individuals.
4. *Improvement of educational facilities and methods* activities directed toward:
 - a. The discovery, support and use of talent and leadership in all fields and at all ages.
 - b. The clarification of the goals of education and the evaluation of current educational practices and facilities.
 - c. The reduction of economic, religious, and racial barriers to equality of educational opportunity.
 - d. The more effective use of mass media—press, radio, moving pictures, television.
 - e. The assistance of promising ventures in education making for significant living and effective social participation.
 - f. The improvement of conditions and facilities for scientific and scholarly research and creative endeavors, including assistance in the dissemination of the results.
 - g. Improving the quality and ensuring an adequate supply of teachers in pre-school, elementary, and secondary education, and in colleges, universities, and centers of adult education.

HUMAN RELATIONS COMMITTEE OF THE CHICAGO PUBLIC SCHOOLS—The Human Relations Committee of the Chicago Public Schools was formed in May, 1950. It is composed of twelve members of the Chicago Public School System with the General Superintendent as chairman. The tentative statement of the Committee's functions include:

1. To consider and offer suggestions with respect to any items concerning human relations which the General Superintendent or members of the

Committee may wish to refer to the Committee.

2. To consider suggestions submitted by the Technical Committee on Human Relations and to recommend to the General Superintendent procedures necessary to carry out the suggestions that are adopted.
4. To refer to the Technical Committee, through the General Superintendent, those items which require the professional consultation and interpretation which that Committee may be able to provide.
5. To help establish a continuous evaluation and provide a better understanding of human relations in the Chicago Public Schools.
6. To recommend plans for further in-service training in human relations, for employees of the Board of Education.
7. To suggest means of providing increased activities in the field of human relations for teachers, other employees, and pupils throughout the school.
8. To clarify and define operational procedures and policies in specific situations with respect to action of individual members of the Human Relations Committee subcommittees, or the committee as a whole.
9. To suggest plans for co-operation of the schools with community and civic agencies in the field of human relations.
10. To use such resources of the community at large as will be helpful to the Human Relations Committee.

The Committee has recommended the naming of the Park Manor and the Kenwood Schools as initial pilot centers for the study of human relationships in the following areas: teacher-principal relationships; teacher-pupil relationships; pupil-pupil relationships; school-community relationships; teacher-parent relationships; minority group relationships including socio-economic, religious, racial, and ethnic relationships.

INTERLIBRARY CENTER—The University of Chicago has recently announced the construction in the near future of an Interlibrary Center to be located on Cottage Grove Avenue near 57th Street. This million-dollar center for fourteen institutions of the Midwest will house some 3,000,000 books and 10,000 volumes of newspapers, many on microfilm.

NATIONAL SCHOOL TRAFFIC SAFETY POSTER CONTEST—The annual National School Traffic Safety Poster Contest is being conducted this year by the American Automobile Association. Its purpose is to develop forceful, appealing school traffic safety posters through the expression of creative and artistic ideas by the students themselves. Any student in an Art I or Art II class in the Chicago public high schools or in a vocational school may enter the ninth grade division; advanced art students should enter their posters in the tenth, eleventh, or twelfth grade groups. All entries are to be sent directly by the schools

to the National Poster Contest Headquarters, Traffic Engineering and Safety Department, American Automobile Association, Pennsylvania Avenue at Seventeenth Street, N.W., Washington 6, D.C., before April 1, 1951.

Further information relative to prizes, specific details, and suggestions may be obtained from the National Headquarters or by writing to the Director of Art, 228 N. LaSalle Street, Chicago 1.

OPERATION FRONTAL LOBES—A new revolutionary plan designed to bring television programs of culture and social significance to audiences in prime evening network time was outlined recently for delegates to the third annual meeting of the Public Relations Society of America by NBC's vice-president in charge of television. Called "Operation Frontal Lobes," the plan entails the pre-empting of one hour of network evening time a week from advertisers for the presentation of educational and public affairs programs to be sponsored either by the advertiser whose period is pre-empted or by some major organization underwriting the time cost, with NBC paying the program charges.

Televising envisioned include the presentation of issues of our times with enough showmanship to interest most people. Among the educational programs discussed were operas in English, the NBC Symphony, the Sadler's Wells Ballet, and other outstanding musical offerings; others will be presentations of great classical dramas.

By the fall of 1951, NBC will be offering a full network weekly-hour show, once-a-month musical, once-a-month dramatic, and twice-a-month special nature—a new kind of three-dimensional reporting and commenting on our life and times.

RADIO AND TELEVISION STUDENT WORKSHOP—High school principals and teachers are invited to send students interested in radio and television to audition for participation in the Central Radio and Television Workshop conducted by the Chicago Public School Radio Council. Auditions are held in Room 717, 228 North LaSalle Street each Friday at 3:30. The Workshop is an extra-curricular activity, meeting in out-of-school time. If a particularly large group from a single school is interested, it is suggested that the teacher make an appointment with the Council.

PERIODICALS

EDITED BY GEORGE W. CONNELLY

CHICAGO TEACHERS COLLEGE

"The Differential Prediction of College Marks by ACE Scores." By R. Travis Osborne, Wilma B. Sanders, and James E. Greene. *Journal of Educational Research*, October, 1950.

This study reports findings concerning the extent to which part and total scores on the American Council on Education Psychological Examinations are predictive of college academic success for success for men and women students as measured by the following criteria: average marks for the fall, winter, and spring quarters, separately; yearly average marks; and marks on specific college courses and broad subject areas.

The conclusions of the study which appear to be warranted concerning the differential predictive significance of ACE scores follow: (a) L-scores and total scores are generally superior to Q-scores, but not all of the obtained differences were reliable; (b) academic success of females is, in general, somewhat better predicted than that of males; (c) among both sexes, fall quarter marks are more accurately and reliably predicted than are winter, spring, or yearly marks; (d) success in certain subject-matter areas is predicted with markedly greater accuracy than in other subjects. The higher correlations are found for the natural

sciences and languages while the lowest correlations are found in art, military science, and physical education.

It was the further conclusion of the people who conducted this research that a student's first quarter marks are themselves better predictors of marks in subsequent quarters than are any of the ACE scores.

"A Dynamic Approach to Behavior through Creative Writing." By Ruth A. Putnam. *Elementary English*, October, 1950.

The teacher of a class of thirty or forty children faces a real challenge as she attempts to gain an insight into each child's behavior and appreciates his motives so that she may use a dynamic rather than a surface approach in dealing with him. And since, very frequently, we get in touch with children only through what they do and say, it is by watching their behavior and listening to their stories and fantasies that we may reconstruct what parts of their personalities are really forming within them and what they are like.

With the foregoing ideas in mind, Miss Putnam discusses and evaluates the following three ways

in which the dynamic approach to behavior may be integrated into creative writing activities:

1. How creative writing activities may be used by the teacher as she checks clues to aid her in looking for possible causes of behavior patterns observed in her children.
2. How creative activities may be used in dealing dynamically with some of the emotional problems which may be developing in children.
3. How creative writing activities may be used to help children become familiar with the causal behavior concept by encouraging plot construction in their writing which might give them a chance to project their own personality problems.

Here is truly an excellent article which should prove to be valuable to all teachers of children.

"Adolescent Development as a Factor in Counseling." By Elizabeth B. Hurlock. *The High School Journal*, December, 1950.

A brief, pertinent statement about one of the major roots of adolescent maladjustment has long been needed. Miss Hurlock has now met this need through bringing into focus the point of application at which the curative measure should be applied—the child himself. She states that the child who matures late tends to be the more difficult to adjust socially, for he is likely to feel that something is wrong with him and that he will remain "childish in appearance" for the rest of his life. Accordingly, it is often helpful to explain to such a child the "physical basis of sexual maturing" so as to assist him in developing a "wait-and-see-what-happens-next attitude."

The case of the child who matures early may, on occasion, be solved by advancing him to a higher grade wherein his classmates will be more nearly like him in size, physical appearance, and interests. Such advancement is, of course, contingent upon his intellectual ability and scholarship.

"One Magazine Is Not Enough." By Laura K. Martin. *Social Education*, December, 1950.

Merely moving from the single textbook to the magazine as the center of organization of a class in social studies is not necessarily a step forward. The improvement of instruction and worthwhile learning tends to stem from the introduction of a variety of periodical materials which are classified as to viewpoint and bias, and which are used accordingly.

This article is recommended to all teachers, but to the teachers of the social studies especially. It should prove to be a valuable but succinct reference of source materials for classroom use.

"Around the Town: An Eighth Grade Project in Civic Education." By Sylvester J. Suidzinski. *Social Education*, October, 1950.

Here is an interesting description of an adventure in curriculum wherein the study of city government was made the base and framework for all of the school work instead of an "isolated activity to supplement the conventional school subjects." It all began when the eighth graders selected the "City Services of Milwaukee" as their semester project. Such services as the Police Department, Fire Department, Water Filtration, etcetera, were selected for study. The pattern established was to have the children concentrate on a single service, present the results of their research to the class, and to augment their findings by use of such films, slides, or models as they were able to obtain. A day or two later an adult expert would speak on the subject to the class and later the entire class would tour the city department concerned.

Teachers who are concerned about making civics courses meaningful through firsthand contacts should profit by reading this article.

Our earth is degenerate in these latter days. There are signs that the world is coming to an end. Children no longer obey their parents. Everybody wants to write a book. The end of the world is near.—Written by a discouraged Egyptian priest more than 4,000 years ago. Courtesy of "The School Bell," Teachers College, University of Cincinnati.

BOOKS

EDITED BY ELLEN M. OLSON

CHICAGO TEACHERS COLLEGE

IMPORTANT NEW BOOKS

Contributors to this section are Henry C. Becker, Bailey Bishop, Frederick K. Branom, Martin Brauns, Mary L. Connors, Mary E. Courtenay, Ruth M. Dyrud, Max D. Engelhart, Frances H. Ferrell, Mabel G. Hemington, Elizabeth R. Hennessey, Emily M. Hilsabeck, Elgin F. Hunt, Louise M. Jacobs, Maurice H. Krout, Ann M. Lally, Marian Lovrien, Elizabeth G. Masterton, Gwendolyn J. Oakes, Teresa O'Sullivan, Blanche B. Paulson, Charles W. Peterson, Dorothy V. Phipps, Eloise Rue, James M. Sanders, Eileen C. Stack, Shirley E. Stack, George J. Steiner, Thomas M. Thompson, Louise Tyler, Joseph J. Urbancek, Rosemary Welsch, Dorothy E. Willy, and Elizabeth J. Wilson

FOR TEACHERS AND SUPERVISORS

Modern Science Teaching. By Elwood D. Heiss, Ellsworth S. Obourn, and Charles W. Hoffman. New York: The Macmillan Company, 1950. Pp. 462. \$4.50.

This book is a revision of *Modern Methods and Materials for Teaching Science*, which was primarily an emphasis on secondary education. The new book is greatly improved for the use of the elementary teacher both as to teaching theory and guidance. It serves as a material and source volume rather than as a fund of basic, factual, scientific information over wide areas of the various sciences. The text will also be very useful to teacher and student in the field of science education or science methods where it fills in a gap not quite met by any other work published in this field.

J. M. S.

Educators Guide to Free Slidefilms, Revised Edition. Compiled and edited by Mary Foley Horkheimer and John W. Diffor. Randolph, Wisconsin: Educators Progress Service, 1950. Pp. 128. \$3.00.

Every teacher and administrator who is interested in showing slidefilms—filmstrips—should have a copy of this publication. It lists 283 silent and 145 sound slidefilms which may be obtained on a loan basis, the borrower usually paying transportation charges. The material has been organized so that the information may be procured with very little difficulty. The slidefilms are listed (1) under one of six large areas and each film is briefly described, (2) alphabetically as to titles, and (3) under many different subjects. The names and addresses of the distributors are also listed.

F. K. B.

The First Two Decades of Life. Revision and extension of *From Infancy to Adolescence*. By Frieda Kiefer Merry and Ralph Vickers Merry. New York: Harper and Brothers, 1950. Pp. 600. \$3.75.

This is a well documented book presenting some of the important aspects of growth and development which occur during the first two decades of life. No one volume can include all aspects of development which occur during this important period, but this book outlines much with which the student should be familiar. Recent research reveals the complexity and interrelatedness of the various phases of development. Unfortunately, this text, as is true of most others, does not give this emphasis nor does it specify the underlying principles of the facts presented.

L. T.

The Elements of Research, Third Edition. By Frederick Lamson Whitney. New York: Prentice-Hall, Inc., 1950. Pp. 539. \$5.00.

The author specifies that this volume is primarily a presentation of research methods intended to be of value

to the beginner in ordered reflective thinking. To this reviewer, however, it appears that this volume would not be of great value to a beginner of research for two reasons: (1) Most of the material in the volume is about research that has been done rather than on how to do research. (2) In the attempt to make this book elementary, distinctions have been developed which are not possible even to the author; for example, the classification of research into eight basic methods. As Mr. Whitney stated, "It will have been recognized that no strictly logical classification of basic methods of research seems to be possible."

L. T.

How to Make Modern Jewelry. By Charles J. Martin in collaboration with Victor D'Amico. Scranton: International Textbook Company, 1949. Pp. 96. \$2.50.

Two distinguished artist-educators present their experience-tested methods for metalwork: Eighteen graded projects advance in complexity and are aimed at the development of creative power and a sense of fine design and craftsmanship. All necessary tools, materials, and supplies are listed and explained; sources of procurement are also given. Words, diagrams, and photographs merge procedural information with historic and modern examples of beautiful, finished pieces. Here is a pilot-book for the amateur and a valuable aid to any arts and crafts teacher.

R. M. D.

Problem Solving Processes of College Students. By Benjamin S. Bloom and Lois J. Broder. Supplementary Educational Monographs No. 73. Chicago: The University of Chicago Press, 1950. Pp. 109. \$2.75.

Educators and psychologists have both generally assumed that the individual who gives the correct answer to a problem has used the correct mental process in solving the problem. This monograph, which records and analyzes processes used by students in solving problems, presents evidence that there is not a one-to-one "correspondence between product and process" and that the correct answer is frequently obtained by faulty reasoning. In addition, evidence is also presented which shows that students who took part in a remedial program of problem solving were able to improve their academic achievement as measured by comprehensive examinations. This finding has tremendous implications for all teachers.

L. T.

The Kindergarten Book and *The First Grade Book*. By L. B. Pitts et al. Boston: Ginn and Company, 1950. Pp. 164 and 207 respectively.

These attractive, colorful books provide an abundance of song material and teaching suggestions to meet the varying needs of the kindergarten and first grade pupils.

Since it is through singing that children approach and experience music, the authors have included attractive songs within the vocal abilities of these children. There are also poems of literary excellence and appeal, and beautiful and artistic illustrations by Eloise Wilkins and May Pisillo. Suggestions for the teacher provide adequate information for the presentation of vocal, rhythmic, and creative expression.

E. R. H.

Subject Index to Books for Intermediate Grades. By Eloise Rue. Chicago: American Library Association, 1950. Pp. 576. \$6.00.

This comprehensive and detailed basic index of subject material for grades three to eight is an invaluable aid in locating specific materials at specific grade levels for planning units of study for classroom use. The list appearing in the front of the book of over 1800 text and trade books commonly used throughout the country was selected and graded with the help of consultants in the teaching and library fields, and can be used as a buying guide. Approximately 6,500 subject headings, many sub-heads, cross references, and suggested related subjects make this a practical tool that serves the day-by-day needs of teachers and librarians.

E. J. W.

Standard Dictionary of Folklore, Mythology, and Legend, Volumes I and II. Edited by Maria Leach. New York: Funk and Wagnalls Company, 1949 and 1950, respectively. Pp. 1196. \$7.50 each; 2 volumes, boxed, \$15.00.

A comprehensive reference of world folklore, mythology, and legend of all the peoples of the world. In addition to original articles on specific cultures and types of folklore, there are briefer write-ups from materials to be found only in difficult to acquire sources. Because of a growing interest in the American Indian and the Negro cultures, somewhat more space has been devoted to them than to the better known Greek and Roman cultures. The dictionary is the result of many years of research; the articles were prepared especially for it by thirty-four of the world's leading folklorists. These volumes should be in all school reference libraries and in every English department library.

L. M. J.

The Teaching of High School English. By J. N. Hook. New York: The Ronald Press Company, 1950. Pp. 466. \$4.00.

Here is an exciting book to make teachers on Sunday wish it were Monday. Mr. Hook makes English teaching a perpetual adventure. Wise observation and sympathetic consultation have netted him a bagful of workable approaches to the essential problems of teaching high school people to think, to read, and to communicate clearly. With balance and humor he delineates the teacher in the classroom, in co-curricular activities, and in the community. For prospective teachers primarily, this book will be equally stimulating for veteran teachers who like occasionally to take stock of themselves.

M. L.

Major Problems of United States Foreign Policy, 1950-1951. By the International Studies Group of the Brookings Institution. Washington, D. C.: The Brookings Institution, 1950. Pp. 416. \$3.00.

This, the fourth volume in a series of analytical surveys, maintains the excellence of scholarship characteristic of the Brookings Institution. Here a clearer, wider, and deeper comprehension of the intricate factors and the vexatious problems involved in this field is admirably provided. The interests, objectives, and alternative courses of action are set forth with clarity and cogency. Several helpful chapters are devoted to the respective geographical areas which together compose the arena of international politics.

C. W. P.

Crisis in Education. By Bernard Iddings Bell. New York: Whittlesey House, McGraw-Hill Book Company, Inc., 1949. Pp. 237. \$3.00.

Alarmed at the complacency of the American people toward education, Dr. Bell, with characteristic frankness, has written this book as a challenge. He criticizes the American educational system, particularly its inability to turn out men and women equipped for modern adult life, and indicates what steps must be taken if our system is to produce mature Americans. Thought provoking—it should be read by everyone interested in education.

L. M. J.

Principles and Techniques of Guidance, Revised Edition. By D. Welty Lefever, Archie M. Turrell, and Henry I. Weitzel. New York: The Ronald Press Company, 1950. Pp. 577. \$4.25.

This thoughtful, thorough-going revision of the 1941 edition contains much of value to administrators of guidance as well as to workers in the field. After surveying guidance principles and basic organization it discusses specifics in group and in individual guidance, giving ample consideration to practicality. The chapter on guidance and the curriculum highlights the close connection between guidance and school programs of study. Extensive bibliographies are included for each chapter.

B. B. P.

Group Life: The Nature and Treatment of Its Specific Conflicts. By Marshall C. Greco. New York: Philosophical Library, 1950. Pp. 357. \$4.75.

This book should have been named *Psychotherapy and Group Life*. The title does not indicate that it is an attempt to provide a new point of view on the treatment of emotionally ill individuals. What is new about it is the suggestion that psychotherapy become group-oriented instead of, as now, client-oriented. The author believes that unless a therapist is aware of or discovers social equivalents for the emotional upsets of the individual he fails of his purpose. If he discovers social equivalents he can steer the client aright. Those interested in the application of social-psychological theory to clinical psychology will find this an interesting book.

M. H. K.

Teaching Social Studies in High Schools. By Edgar Bruce Wesley. Boston: D. C. Heath and Company, 1950. Pp. 594. \$4.00.

A comprehensive study of the problems and trends in the teaching of the social studies, including the development of the curriculum, methods of teaching, and methods of evaluation, this book has great value for the teacher because of the breadth of scope, emphasis upon contemporary movements, and objective approach. The glossary, which gives a concise definition of the terms used, lends clarity and precision to the presentation.

F. H. F.

The Art of Readable Writing. By Rudolf Flesch. New York: Harper and Brothers, 1949. Pp. 237. \$3.00.

This book of sound advice to the would-be writer with its apt illustrations, is in itself an example of readable writing and as outstanding as the author's *The Art of Plain Talk*. The human interest and reading ease charts should prove stimulating.

L. M. J.

The Reading Interests of Young People. By George E. Norvell. Boston: D. C. Heath and Company, 1950. Pp. 262. \$3.50.

This comprehensive, carefully planned study, "based upon an analysis of the data collected from 50,000 children by 625 teachers" in grades seven to twelve in New York State, seems to confirm findings of previous studies insofar as comparisons are possible. Intelligence, age, sex, the influence of good and poor teaching are studied in relation to children's choices of specific novels, plays, biography, essays, poetry, and other literary selections.

tions most used and read. To this reviewer the work is disappointing in that it contributes no new material of value and displays two weaknesses of considerable magnitude: (1) an attempt to correlate I. Q.'s rather than reading grades with the interest problem, and (2) the obvious lack of consideration of well-written and popular modern material in such fields as novels for grades seven to nine and in the area of biography. Either there was an excessive lag between collection and publication of data or New York schools are far behind Chicago schools in supplying desirable literature in these areas. E. R.

My Spelling, Grade Eight, Revised Edition. By Gerald A. Yoakam and Seward E. Daw. Illustrated by Frederick Chapman. Boston: Ginn and Company, 1950. Pp. 128. 88 cents.

Organized on a unit basis with each unit built around a central theme and the words in each lesson incorporated in a short story or paragraph of interesting information, *My Spelling* insures meaningful presentation of new words. The study plan suggested, the series of exercises provided for each group of new words, the emphasis on word study, and the dictionary of words included at the back of the book are among the excellent features. E. C. S.

Let's-Read-Together Poems. By Helen A. Brown and Harry J. Heltman. Evanston: Row, Peterson and Company. Kindergarten and Primary Grades, 1949, pp. 162. \$2.00. Grades 3-6, 1950, pp. 57, 57, 60, 60 respectively, 52 cents each. *Teacher's Guidebook*, pp. 15.

These are anthologies of poems arranged for choral reading in the elementary school with the entire emphasis on pupil participation and enjoyment, and on making the reading of poetry together a delightful classroom experience. The poems are well chosen and the choral arrangements suggested should be a great help to the teacher who is inexperienced in using choral speaking as a teaching device. The book for the kindergarten and primary grades is cloth bound; the books for the other grades are paper bound. L. M. J.

Arithmetic Readiness Cards, Set 2: Number System. By Maurice L. Hartung et al. Chicago: Scott, Foresman and Company, 1950. 54 cards.

This set of arithmetic readiness cards is designed to help the teacher make the larger number symbols meaningful for children. Transition from actual experiences to picture representation and then to abstract numbers helps the child develop meaning for the more difficult number symbols. Each card in the set of 54 measures 6½ by 8½ inches; each set contains 108 picture representations. The excellent guide which accompanies the set will aid the teacher in using this new visual tool effectively. S. E. S.

FOR HIGH SCHOOL AND COLLEGE STUDENTS

Introduction to American Public Education, Second Edition. By Chris A. DeYoung. New York: McGraw-Hill Book Company, 1950. Pp. 676. \$4.50.

A rather thorough description of public education in the United States "from the cradle to the grave," that is from the pre-school training of children in the home to university and adult education. Much attention is given to cost, financing, and organization of public education on all levels. Federal, state, county, and local administration are accounted for. School personnel and curriculum receive their share of attention. The book is well supplied with photographs, graphs, and tables. T. M. T.

Art and Crafts in Our Schools. By C. D. Gaitskell. Peoria: Charles A. Bennett Company, Inc., 1949. Pp. 62. \$1.75.

Since the Chicago Public Schools sent an exhibit of creative drawings and paintings to Ontario, Canada, last year, teachers will be interested in reading this account of the type of art work being done in the schools of that Province. Mr. Gaitskell's book presents many arguments in favor of the creative method of teaching art and craft work which reiterate the universal appeal and the sound developmental psychology upon which this method is based. Black and white photographs and some color reproductions add to the attractiveness of this informative publication. A. M. L.

Constructing Classroom Examinations. By Ellis Weitzman and Walter J. McNamara. Chicago: Science Research Associates, 1949. Pp. 153.

This book should be of considerable value to the teacher interested in constructing essay and objective achievement tests for classroom use. Basic aspects of achievement testing are first discussed and this is followed by a description of the various major steps in constructing and administering tests. A variety of types of essay and objective tests are presented along with discussion of the precaution to be observed when writing exercises of different kinds. Chapters are given to test construction in mathematics and science and in English and the social studies. The book concludes with chapters on scoring and on elementary statistical analysis and interpretation of test data. On the whole this reviewer is favorably impressed by the book. M. D. E.

Living Literature for Oral Interpretation. Edited by Moiree Compere. New York: Appleton-Century-Crofts, Inc., 1949. Pp. 451. \$3.00.

A compilation of present day literature brought together from many sources for use by interpretative readers. L. M. J.

Freehand Drawing Manual. By A. Reid Winsey. New York: Prentice-Hall, Inc., 1950. Pp. 161. \$3.75.

This workbook, by text and apt illustrations, presents a storehouse of solutions to those problems which arise when students attack drawing as a communicative art procedure. Plate by plate, lecture by lecture, an overall view of a year's course is presented. There is a lively merging of words, diagrams, cartoons, and studies which make it a visual as well as a verbal volume. Art teachers will explore with interest this novel and practical aid. R. M. D.

Audio-Visual Aids to Instruction. By Harry C. McKown and Alvin B. Roberts. New York: McGraw-Hill Book Company, Inc., 1949. Pp. 608. \$4.50.

This edition, arranged in a general way like the very popular original volume, is brought up to date by the inclusion of additional chapters, new illustrations, and revised bibliographies. L. M. J.

Audubon's Birds of America. Descriptive Popular Edition. Introduction and captions by Ludlow Griscom. New York: The Macmillan Company, 1950. Pp. 320. \$2.95.

To anyone who has seen the elephant folios of Audubon's Birds, this edition is a great disappointment, especially in the color reproduction. The birds seem to have lost verve by the great reduction in size. Griscom's introduction is excellent and explanatory and his systematic arrangement is preferable to Audubon's seemingly haphazard scheme. The book is attractive and will allow bird lovers to catch the spirit of the artist at least in part. J. M. S.

Understanding the Japanese. By Cornelia Spencer. Illustrated by Hiroshige. New York: Aladdin Books, 1949. Pp. 277. \$3.75.

A sympathetic account of the history and culture of the most "unlike" people in the world, according to the author. An interesting attempt to show, through their relations with other peoples, their geographical position, and the traditions of their origin, why the Japanese are as they are, why a people to whom face-saving is so important accepted defeat in the last war and occupation by a foreign power so graciously and so co-operatively.

T. M. T.

Introduction to Education. By Lester D. and Alice Crow. New York: American Book Company, 1950. Pp. 564. \$4.25.

This overview of education introduces the beginning student to the meaning of education in a democracy and describes the financing and organization of the schools. The psychological principles of learning, pupil reaction, and teaching are discussed. Attention is called to the informal aspects of education and their inevitable educational value is shown. The scientific aspects of education are adequately treated. Much valuable information is given in tables and figures.

T. M. T.

The International Economy, Its Structure and Operation. By P. T. Ellsworth. New York: The Macmillan Company, 1950. Pp. 922. \$5.50.

This book, a successor to the author's earlier *International Economics*, is intended as a text for use in college courses in international economic relations. In the judgment of this reviewer it is a superior piece of work. The author's style is simple and readable, his explanation clear and uncluttered with unnecessary detail. He has a firm grasp of his subject and recognizes the importance of both theory and historical background.

E. F. H.

Television Works Like This. By Jeanne and Robert Bendick. New York: Whittlesey House, Inc., McGraw-Hill Book Company, Inc., 1949. Pp. 62. \$1.75.

This profusely illustrated book presents a brief account of what takes place in the production of the television picture. It begins with an explanation of what television is. An illustrated glossary of the new words to be found in the book is unusual in that it precedes rather than follows the discussion. As many of the terms defined will be new, the reader may find this placing of distinct advantage. The studio production of pictures is described along with the method of reception by the camera, the transmission, and the reproduction on the television screen. The techniques followed in the reproduction of scenes outside the studio are also given. The television owner and enthusiast from the teen-age on should find help in understanding and in further enjoying his set after reading this book.

D. V. P.

Scholastic Journalism. By Earl English and Clarence Hach. Ames: Iowa State College Press, 1950. Pp. 347.

A combination text- and work-book setting forth in outline form the basic journalistic principles for a one- or two-semester high school course in journalism. To render these principles more readily understandable, many examples of student and professional writing are included. Excellent.

L. M. J.

The Technique of Composition. Fourth Edition. By Kendall B. Taft, John Francis McDermott, Jr., and Dana O. Jensen. New York: Rinehart and Company, Inc., 1950. Pp. 655. \$2.50.

This is a typical text in the field of college composition designed as a manual of writing only. Revision in the fourth edition is confined chiefly to the mechanics of writing. The typography is poor. Otherwise, the book lends itself for use as designed and named.

G. J. S.

Cocos Gold. By Ralph Hammond. Jacket design by Robert Frankenberg. New York: Harper and Brothers, 1950. Pp. 266. \$2.50.

This tense, dramatic narrative is based on the actual existence of the treasure of Lima which is buried on the island of Cocos, 350 miles off the west coast of Costa Rica. Johnny Keverne, fifteen years old, wished to clear an innocent man of false charges and thus embarked on a voyage to Cocos Island with a crew of treasure seekers who became virtual devils in their insane desire to gain fabulous wealth. Their greed brought them tragedy, but Johnny — through the discovery of the log of a previous expedition — was able to vindicate the man who had been falsely charged. For age twelve and up.

E. M. H.

South Pole Husky. By Charles S. Strong. Illustrated by Joseph A. Farren. New York: Longmans, Green and Company, 1950. Pp. 295. \$2.75.

Although the episodes in this novel have not been highly dramatized, the forward-moving narration is exceedingly interesting. The characterization of Nils and his dog Blynken is life-like; there is excellent portrayal of Amundsen and the members of his crew. Interest is likewise sustained through the author's expert presentation of the manner in which Amundsen won through to the South Pole. This is an excellent book for young people who may not be too familiar with the facts of Amundsen's explorations; it will serve as a review for those who have forgotten some of the details of the explorer's accomplishments. For age twelve and up.

E. M. H.

Understanding Health. By I. H. Goldberger and Grace T. Hallock. Boston: Ginn and Company, 1950. Pp. 496. \$3.28.

This high school textbook covers practically all phases of health. Growth, development, the functioning of the organs, the health care needed to keep the body in good condition, good mental and emotional health, causes for illness, and the care of the sick are all carefully considered. Units on safety education and the problem of habit forming drugs are also presented. Physical exercise as a phase of health is included insofar as it has a direct relation to other units presented. The questions, the tests, and the topics for discussion at the end of each unit should serve as an excellent guide for emphasizing the content material. The fine illustrative material adds to the interest of the book.

T. O'S.

America's History. By Lewis Paul Todd and Merri Curti. Chicago: Harcourt, Brace and Company, 1950. Pp. 866. \$3.76.

In keeping with the trend of the times this textbook emphasizes the intercultural, interregional, and international aspects of American history. The visual aids which include 65 maps, 22 charts, and numerous pictures are well chosen, while the chronological framework and excellent summary at the end of each chapter aid the student in perception of the continuity of history.

F. H. F.

Literary Masters of England. Revised Edition. Edited by Nelson S. Bushnell, Paul M. Fulcher, and Walter Taylor. New York: Rinehart and Company, Inc., 1950. Pp. 1158. \$5.00.

An anthology designed primarily for college or university survey courses in English literature. It is divided into seven sections representing seven successive periods in the history of English literature; each section is preceded by an introductory chapter giving the setting in which the selections, outstanding works of key figures in each period, were written. A biographical account of each author precedes his selected works. Recommended for the purpose intended, and to individuals interested in general education and in self improvement.

G. J. S.

You and Your Community. By L. J. O'Rourke. Boston: D. C. Heath and Company, 1950. Pp. 714. \$3.00.

The timely story introducing each unit, the excellent preview at the outset of each chapter, the committee or individual assignments which provide rich experiences for the child, making his study of civics realistic and stimulating, and the numerous and well chosen visual aids should make the study of civics, with this as a basic text, a joy to both the student and the teacher. F. H. F.

The Fighting Southpaw. By Richard T. Flood. Illustrated by Robert Candy. Boston: Houghton, Mifflin Company, 1949. Pp. 180. \$2.25.

"Specs" Irving's absorption in music, plus his lack of interest in baseball, isolated him from his classmates at Radford. However, when this left-handed pitcher was induced to substitute for Bill Fowler, Radford's injured star pitcher, he triumphed over a fear which had haunted him since an unhappy baseball experience in his previous school life. His manner of winning the respect of his classmates and his vital part in winning victories for the school also add to this absorbing baseball story. For age thirteen and up. E. M. H.

Everyday Occupations. By Mildred A. Davey, Elizabeth M. Smith, and Theodore R. Myers. Boston: D. C. Heath and Company, 1950. Pp. 451. \$3.00.

This book presents to the secondary school student up-to-date information pertaining to typical occupations in broad fields of work. It discusses each occupation under six main headings: (1) Education and Training, (2) Work, (3) Conditions of Work, (4) Personal Qualifications, (5) Earnings, (6) Opportunities for Promotion. Then, for easy comparison, advantages and disadvantages are listed side by side for each group of occupations described. Job description is focused mainly on job levels at which the student will first enter. Suggestions for discussion and research, selected pamphlet material, and source of further information are listed after the occupations described. Many fine photographs illustrate typical occupations and work surroundings. M. B.

Arithmetic for Colleges. By Harold D. Larsen. New York: The Macmillan Company, 1950. Pp. 275. \$3.75.

The mastery of the materials of this book should be required of all students preparing to teach in the elementary schools. General methods are much less effective than specific arithmetic methods interspersed with good content material, such as is developed by the author. This text, although not encyclopaedic in treatment, should be of definite help to teachers of arithmetic. J. J. U.

Essentials of Business Arithmetic. By Edward M. Kanzer and William L. Schaaf. Boston: D. C. Heath and Company, 1950. Pp. 476. \$2.36.

An excellent book for a full-year course of study in business arithmetic. The authors have introduced many practical business situations that arouse the curiosity of the pupil. The book is well illustrated with emphasis on vocabulary lists, thought questions, problem analysis, and model solutions. Differentiated assignments are given to provide for individual differences. H. C. B.

The Challenge of Democracy. Third Edition. By Theodore P. Blaich and Joseph C. Baumgartner. New York: Harper and Brothers, 1950. Pp. 748. \$3.20.

In keeping with the trend of curriculum development, this book gives emphasis to problems of personality development, family living, consumer education, labor-management relations, and human relations. The brief one-paragraph summary at the outset of each chapter and the enumeration of the main points at the end aid the student in receiving and retaining the content. The

teaching aids are excellent for the questions are realistic and practical and the bibliographies include generous references to the more colorful literature in the form of fiction, biography, and pamphlets. F. H. F.

Escape to Danger. By Edward Buell Hungerford. Illustrated by R. Frankenberg. Chicago: Wilcox and Follett Company, 1949. Pp. 282. \$2.50.

The escape of Nat Huntley, a young Yankee seaman, from Mill Prison in England is breathtakingly depicted as he flees from Plymouth, England, to Paris, where he is befriended by Richard Dale, Captain Jones's second-in-command. Daring adventures with John Paul Jones and his famous sea raiders in their renowned exploits against the British Navy add to the excitement of Nat's young life aboard the famed *Bon Homme Richard* in its historic struggle against the British Serapis. M. L. C.

Binnie Latches On. By Marie McSwigan. Illustrated by Jessie Robinson. New York: E. P. Dutton and Company, 1950. Pp. 214. \$2.50.

Binnie, an average little girl, was happy until the feeling of being left out of things caused her to become self-centered. Her search for a hobby ended when the smell of newspaper ink in her father's office made her realize the possibility of becoming a newspaper woman. Editing the *Hornepiper*, the neighborhood paper, started Binnie's career and brought good fortune to her family. Binnie learned her lesson and finally found her place with her friends and family. E. J. W.

Duke of the Bruins. By Roger L. Treat. New York: Julian Messner, Inc., 1950. Pp. 168. \$2.50.

Seventeen-year-old Tommy Duke of the Chicago slums overcomes insurmountable odds to become a member of the Bruins, Chicago's professional football team. Economic hardships deny Tommy a college education and football experience but the Bruins develop his natural ability to pass, which enables him to spark the team to the championship. His teammates are quick to turn against him and accuse him of telling team secrets when a questionable situation arises. Poor characterization, implausible situations, and cliché-ridden style make this an inferior sport story. E. J. W.

The Rainbow Classics. Cleveland: The World Publishing Company, 1950. \$1.25 each.

King Arthur and His Knights. Edited by Mary MacLeod. Illustrated by Alexander Dobkin. Pp. 357.

Little Men. By Louisa May Alcott. Illustrated by Hilda Van Stockum. Pp. 303.

Five Little Peppers. By Margaret Sidney. Illustrated by Nettie Weber. Pp. 256.

The Book of Sherlock Holmes. By Sir Arthur Conan Doyle. Illustrated by Charlotte Ross. Pp. 320.

Given a new format and attractive drawings, many in color, these old favorites are more delightful than ever. The informative introduction to each book is by May Lamberton Becker. L. M. J.

Hot Rod. By Henry Gregor Felsen. New York: E. P. Dutton and Company, 1950. Pp. 189. \$2.00.

The shocking and tragic accident of his friends caused Bud Crayne, hot rod enthusiast, to change his attitude toward the law and to question his methods of driving. After completing a driver's training course and one year without any traffic violations, he becomes eligible to participate in the Rodeo. The author based his Rodeo upon a plan to encourage safe driving devised by the Des Moines Safety Council. Both adults and teen-agers can profit by reading *Hot Rod*. E. J. W.

FOR YOUNGER CHILDREN

This Boy Cody. By Leon Wilson. Illustrated by Ursula Koering. New York: Franklin Watts, 1950. Pp. 235. \$2.50.

Ten-year-old Cody Capshaw's spirit of consistent curiosity contributed to his everyday life of supreme adventure in the hills of the Cumberland Mountains. Vivid characterizations and liberal locale descriptions intensify the genuine appeal of this book. R. W.

Schoolroom Zoo. By Catherine Woolley. Illustrated by Iris Beatty Johnson. New York: William Morrow and Company, 1950. Pp. 191. \$2.00.

Ellie's presentation of a garter snake to her teacher and third grade class influenced plans for a collection of animals in the schoolroom. As a result of newspaper notoriety and civic interest, school authorities authorized the miniature zoo to evolve as a nature center for children throughout the city. Warmly detailed story characterizing the natural love and enthusiasm of youngsters for the out-of-door world. R. W.

Gard and Golden Boy. By Margaret Phelps. Illustrated by Evelyn Copeland. Philadelphia: Macrae-Smith Company, 1950. Pp. 204. \$2.50.

A visit on a ranch in Arizona is the background for this horse story. Rustlers, roundups, cowboy life are all there to thrill the young reader. How Golden Boy is saved and finally becomes Gard's horse will be enjoyed by all horse devotees. Here is good reading for the middle grades and excellent reading for the slow readers in the upper grades. It has excitement and easy vocabulary needed for this special group. E. G. M.

Young Readers Sports Stories. Edited by David Thomas. New York: Lantern Press, Inc., 1950. Pp. 189. \$2.50.

Baseball, basketball, football are all found in this group of ten short stories. Easy but interesting, they will be enjoyed by most boys and girls especially the slow readers. Large print and limited vocabulary will make this a useful addition to the school library. E. G. M.

So Dear to My Heart. By Walt Disney. Adapted by Helen Palmer. New York: Simon and Schuster, Inc., 1950. Pp. 126. 25 cents.

Any child of third grade reading ability will enjoy this story of a little boy and his beloved lamb. With stronger bindings the Golden Books would be very acceptable for library purchase. E. G. M.

Tom and Jerry. By M G M Cartoons. Illustrated by Harvey Eisenberg. New York: Simon and Schuster, Inc., 1950. Pp. 126. 25 cents.

Tom, a cat, and Jerry, a mouse, live in the same big house but they are not friends. The adventures of these and other animals make a group of short stories that all young readers will enjoy. At this price these more worthwhile books should replace the comics for home reading. E. G. M.

Four Farthings and a Thimble. By Margaret J. Baker. Illustrated by Decie Merwin. New York: Longmans, Green and Company, Inc., 1950. Pp. 150. \$1.50.

When a small boy "with a will like a steamroller" has a deep desire for a dog of his own, something is likely to happen. In the Tailor family this urge added not one pet but four to the household, and led to the family migration from a dingy city apartment to a home in the country. The excitement of a dog show, the discovery of an ancient cave, and the daily round of good living in a loving family circle make a story full of humor and imagination, told with charm and grace. M. E. C.

Cinderella. New York: Simon and Schuster, Inc. 1950. Pp. 33. \$1.50.

The *Golden Book Series* records another triumph, a Big-Book edition of the best beloved of fairy tale lore, *Cinderella*, based upon the Walt Disney movie. Opening with a fold-out pumpkin coach in the colorful inside front cover pages, the story is expanded by fanciful narrative details, and enriched by thirty-two illustrations in brilliant color and gold. In this Hollywood version the old fairy tale loses none of its original charm, but takes on new glamour. M. E. C.

The Great Big Animal Book. A Big Golden Book. Illustrated by Feodor Rojankovsky. New York: Simon and Schuster, Inc., 1950. Pp. 18. \$1.00.

A beautifully illustrated book of mother and baby animals so appealing that it is suitable for the two-year-old, but children up to five are fascinated because the pictures seem to tell a story. With only a sentence of explanation below each picture the child is able to use his own imagination concerning what is happening, such as the dog visiting mother cat and her kittens. G. J. O.

Jerry Goes Riding. By Florence Battle. Illustrated by Edward Miller. Chicago: Beckley-Cardy Company, 1930. Pp. 60. \$1.00.

As the title indicates, Jerry goes riding on several different types of conveyances, as well as on a toy train and a merry-go-round at the park. Primer level. M. G. H.

Cross-Country. By Paul R. Hanna and Clyde F. Kohn. Chicago: Scott, Foresman and Company, 1950. Pp. 160. \$2.20.

The Page family's automobile trip from California to Washington, D. C., provides a series of vivid, various, geographic experiences for the fourth grade child. Content is composed of seven units with a world orientation division completing each. Simple vocabulary, with several maps and exciting illustrations, familiarizes the reader with a cross-section view of the United States. R. W.

Knowing Our World. By Seward E. Daw and Vivian W. Lundberg. Chicago: Beckley-Cardy Company, 1950. Pp. 316. \$1.56.

Desirable attitudes and noteworthy facts in the fields of social and natural science are incorporated in the content of this sixth grade book in the *Successful Living Series*. Presentation is effective, with ample plot, action, and adventure in each story. Worthwhile source for basal and supplementary reading material. R. W.

Toughey. By Adele Steiner Burleson. Illustrated by Elizabeth Rice. Austin, Texas: The Steck Company, 1950. Pp. 119. \$2.50.

This is a fictionalized account of the experiences of the author and her family on their Texas ranch in 1900. Toughey, the eldest daughter, has a commendable independence, although her condescending manner toward her two younger sisters is often irritating, not only to them but to the reader. Work on the ranch was done by trustees from the state prison. Toughey befriended one of these men who was found to be innocent and was eventually pardoned. It was also due to her that the duplicity of Monte, the goatherd, was discovered. There are other interesting experiences, but the account of their acquisition and disposal of Pat, the dog, is rather vague and unconvincing. The author's style is smooth and has sincerity but occasionally reverts too much to the style of the 1900's. For ages ten to twelve. M. H.

Susie's New Stove. By Annie North Bedford. Illustrated by Corinne Malvern. New York: Simon and Schuster, Inc., 1950. 25 cents.

This *Little Golden Book* tells the story about a little girl who likes to cook on her new electric stove. The recipes she uses are simple but tempting, ranging from crumbled eggs to "Pixie's Delight." Any child interested in learning to cook should have this book.

M. G. H.

The Little Golden Funny Book. By Gertrude Crampson. Illustrated by J. P. Miller. New York: Simon and Schuster, 1950. Pp. 42. 25 cents.

Seven- and eight-year-olds will be delighted with this nonsense book. The excellent modern illustrations add humor to the already ridiculous verses and jokes.

M. G. H.

Sunshine. By Ludwig Bemelmans. New York: Simon and Schuster, Inc., 1950. Pp. 40. \$2.50.

Told in rollicking verse, full of fun and delightful nonsense, is the hilarious story of a landlord who refuses tenants "with noisy hobbies," but finds himself outwitted by a gentle little soul who runs a music school for children. The city of New York comes to life in irresistible illustrations, with whole pages of amusing sketches in brilliant color recording the landmarks and reflecting the life of the busy city. This worthy successor to *Madeline* will find a warm response both from children and grownups.

M. E. C.

Mr. Upstairs and Mr. Downstairs. By Charles Norman. Illustrated by Margaret Bloy Graham. New York: Harper and Brothers, 1950. Pp. 52. \$1.75.

Evening was the happiest time of the day for Jane. Father never came home without something of interest to tell or to show Jane and her mother. Once he carried home a baby starling which he had picked up, stunned and bruised, on the pavement. Always at bedtime there were jolly stories and rollicking rhymes which father invented for Jane's delight, which other boys and girls will enjoy together with the clever illustrations by Margaret Graham.

M. E. C.

Bay of the North. By Ronald Syme. Illustrated by Ralph Ray. New York: William Morrow and Company, 1950. Pp. 192. \$2.50.

This is a true account of a famous Canadian adventurer and explorer, Pierre Radisson. In 1652, at the age of sixteen, he was captured by the Iroquois. Later, he escaped; returned briefly to his home; then resumed his adventurous life. Throughout the years, he never ceased fearing the cruelty of the Iroquois; became acquainted with the shiftlessness of the Ottawas; admired the fine, clever qualities of the Sioux; was befriended by the Crees and helped by them to reach the southern shore of Hudson Bay—the Bay of the North—a discovery which later resulted in the founding of the Hudson's Bay Company. However, the service which he had rendered Canada was ignored by ignorant and stupid rulers and he ended his life in poverty and without friends. For ages ten to fourteen.

E. M. H.

The Royal Road. By Charlie May Simon. Illustrated by Henry C. Pitz. New York: E. P. Dutton and Company, Inc., 1948. Pp. 152. \$2.50.

The King of Spain sent four expeditions to claim California. Pedro, a poor lad from Mexico, was the first to land when the San Antonio reached San Diego. Here he met an Indian boy, Diego, a friendship resulted, and much of the action in the story is seen from their viewpoint. The story concludes with an account of the claiming, by Don Carlos III, of San Diego and Monterey. The simple style is commendable but the history element is rather sketchy and incomplete. For ages nine to twelve.

E. M. H.

The Dark Wood of the Golden Birds. By Margaret Wise Brown. Illustrated by Leonard Weisgard. New York: Harper and Brothers, 1950. Pp. 51. \$1.75.

In beautiful rhythmic prose the author weaves a poetic allegory of the power of faith and courage. A small boy with a deep conviction and a sturdy spirit dares the "magic" of the dark wood in his pursuit of the singing of golden birds, and returns with their song in his heart, a wellspring of strength and joy for himself and others. Leonard Weisgard's exquisite full-page illustrations in tones of deep green and pale yellow reflect the "spell" of the forest and the mood of the tale.

M. E. C.

Teru, A Tale of Yokohama. By Lucy Herndon Crockett. New York: Henry Holt and Company, 1950. Pp. 213. \$2.50.

The story of Teru is an appealing tale of postwar Japan and the tragic struggle of simple, terrified villagers to rebuild their shattered homes and lives. A little girl with an understanding heart does much to establish faith and friendship between her people and the American conquerors. The reader also gets a glimpse of picturesque customs, of courtesy even in the intimacies of the family circle, and of an appreciation of beauty as "a means to rise in spirit above life's daily problems."

M. E. C.

Cocola's Home. By Bettina. New York: Harper and Brothers, 1950. Pp. 30. \$2.50.

Primary readers will hail with delight the latest episode in the life of Bettina's Cocola, the homesick little donkey pining in the strange surroundings of Lobsterbay, Massachusetts, for his sunny island home in Southern Italy. The story, full of humor and imagination, brings the final realization that home is not a geographic location, but a safe shelter among those who love and are loved in return. The author-artist's beautiful water-color and wash pictures in soft, warm colors are an integral part of the text, adding strength and understanding as well as charm.

M. E. C.

Duff, The Story of a Bear. By William Marshall Rush. Illustrated by Gardell Dano Christensen. New York: Longmans, Green and Company, 1950. Pp. 149. \$2.25.

From cubhood on, Duff fought enemies: other animals, insects, and men. Throughout, his instinct helped him; taught him where to seek remedies when wounded or ill; helped him find muddy pools as refuge from insects; but he was helpless against such unsportsmanlike weapons as the set-gun which Web Doone planted for him. Duff's mating with Cara is pleasingly presented; there is humor in Duff's role as father; interesting pictures of his hibernations. As a whole, the story seems authentic, but one wonders if naturalists might not question the manner in which the "mark tree" is presented and the almost human interest which Duff has in it. For ages eleven to fifteen.

E. M. H.

Masked Prowler; The Story of a Raccoon. By John and Jean George. Illustrated by Jean George. New York: E. P. Dutton and Company, 1950. Pp. 183. \$2.50.

Procyon's den was fifty feet up in a giant red oak, but it was on the floor of the Michigan woods that he fought with the hounds, made trips to the maple sugar camp, and struggled for his food. This realistic portrayal of wildlife, illustrated with attractive wash drawings, will please all outdoor lovers.

E. J. W.

Gee Whillikins. By Adda Mai Sharp. Illustrated by Elizabeth Rice. Austin, Texas: The Steck Company, 1950. Pp. 64. \$1.50.

Too many boys have found stray palominos recently! Trite plot and mediocre writing are balanced by the short length and attractive format which will hold appeal for the slow reader.

E. R.

Bob Clifton, Jungle Traveler. By Dock Hogue. Illustrated by Kurt Wiese. New York: Henry Holt and Company, 1950. Pp. 146. \$2.50.

In this sequel to *Bob Clifton, Elephant Hunter*, Bob again becomes the hero of the Belgian Congo jungle when he rescues his father, a coffee planter near Kibila, his friend Jeanne Dupley, and several others from a crazed witch doctor and his followers. The novel is filled with exciting episodes, and the author, who has lived in Africa, highlights the customs and superstitions of African natives; presents Simba, the lion, in a realistic manner; and otherwise brings a sense of authenticity to his narrative. For ages ten to fourteen. E. M. H.

Frederic Chopin, Son of Poland: Later Years. By Opal Wheeler. Illustrated by Christine Price. New York: E. P. Dutton and Company, Inc., 1949. Pp. 155. \$2.75.

The struggles, disappointments, triumphs, and successes of his early life continue the story of the great composer begun in *Frederic Chopin, Son of Poland: Early Years*. Selections of his music are included. L. M. J.

Patsy Jefferson of Monticello. By Marguerite Vance. Illustrated by Nedda Walker. New York: E. P. Dutton and Company, Inc., 1948. Pp. 154. \$2.50.

Written in the beautiful style so characteristic of this author, the book unfolds the life story of Thomas Jefferson's favorite daughter while at the same time it gives the reader an insight into the great statesman's own character and varied services to our young nation. Wholesome reading for girls. For grades six to nine. L. M. J.

Let's Look Under the City. By Herman and Nina Schneider. Illustrated by the Halls. New York: William R. Scott, 1950. Pp. 40. \$1.50.

Through exceedingly well-done, three-color illustrations and a charmingly and simply written text, *Let's Look Under the City* provides the early elementary child with the answers to how and why a new apartment building "is joined to a faraway lake and a nearby river, to a huge steel tank and a spinning water wheel, to a house full of clicking machines, and to every other house in the city." Despite its excellence, however, the thin paper binding of the book makes it impractical for school use. E. C. S.

When We Were Very Young, Winnie-the-Pooh, Now We Are Six, and The House at Pooh Corner. By A. A. Milne. Illustrated by Ernest H. Shepard. New York: E. P. Dutton and Company, Inc., 1950. Pp. 100, 159, 102, and 178 respectively. \$1.75 each.

These long-time favorites, reprinted from entirely new plates, are as delightful as ever. L. M. J.

The Great Big Fire Engine Book. By Tibor Gergeley. New York: Simon and Schuster, Inc., 1950. \$1.00.

This exciting twenty-four page book of bright red fire trucks, a roaring warehouse fire, and busy firemen climbing tall ladders is a treat no small child should miss. Every kindergarten should be equipped with a copy. A Big Golden Book. L. M. J.

The Quiet Noisy Book. By Margaret Wise Brown. Illustrated by Leonard Weisgard. New York: Harper and Brothers, 1950. Pp. 32. \$1.50.

Filled with suspense and excitement and laughs, *The Quiet Noisy Book* tells about a dog that hears everything. The quiet noise that woke him up was not a plant growing or a fish breathing or snow falling; it was another very quiet noise. Kindergarten and first grade children will love to guess what this quiet noise was and will enjoy helping their teacher tell the story. S. E. S.

Pony School. By Paul Brown. New York: Charles Scribner's Sons, 1950. Pp. 98. \$2.00.

False bravery often reduced to honest fear of sprightly colts almost upset young Skinny Barnstable plans to ride in a horse show. As the result of renewed efforts, he learned the value of true sportsmanship and actually visioned the training of Shetland ponies. With an authentic flavor, fast-moving text, and excellent pencil illustrations, this story proves a welcome addition for intermediate grades. R. W.

Fire-House. By Leo Manso. Cleveland: The World Publishing Company, 1949. \$1.00.

A dramatic story of firemen fighting a fire and simple bright-colored pictures are arranged in playbook form. There are directions for setting the book up to form two sides of a burning house and two interior views of a fire engine house, and for arranging the punched out apparatus and firemen into place. The story is good but one wonders if interest in the construction project would not counteract the interest in a book. D. E. W.

Making Friends. By Seward E. Daw, Jessie E. McKee, and Edna M. Aldredge. Illustrated by Mildred Lyon Hetherington. Chicago: Beckley-Cardy Company, 1948. Pp. 188. \$1.32.

An excellent book providing stories of genuine appeal which have basic social situations. The material is organized into six sections of community interdependence; health, safety, nature, clothing, shelter, and scientific information. The illustrations are plentiful and attractive. This book should help develop a dynamic approach to and proper attitudes for successful living in a democracy. B. B.

First Book of Bugs. By Margaret Williamson. New York: Franklin Watts, Inc., 1949. Pp. 45. \$1.50.

Authoritative and stimulating, this book is arranged in sections titled Crickets and Their Cousins, Beetles, and Bees. It treats each in a detailed manner and with childlike appeal. The illustrations in three colors by the author are excellent in detail and artistic in form. For children up to ten years of age. D. E. W.

Two Little Trains. By Margaret Wise Brown. Illustrated by Jean Charlot. New York: William R. Scott, Inc., 1949.

A streamlined train and a little old train journey westward to the ocean. Through a tunnel, over a bridge, in the rain and in the snow, over the plains and around the mountain they go to the "Edge of the West." It is told in rhyme, four lines to each two pages. The print is bold and clear, the illustrations are extremely modern and full of action. For the youngest children. D. E. W.

Indigo Hill. By Eleanor Frances Lattimore. New York: William Morrow and Company, 1950. Pp. 128. \$2.00.

Eight-year-old Lydia liked having good times, but minding her two younger brothers and chasing the neighbor's goat from Aunt Tobey's flower garden occupied most of her day. Delightful portrayal of everyday life in a rural area of South Carolina. Story suitable for intermediate grade study in human relations. R. W.

Laughing Matter. Edited by Helen R. Smith. Illustrated by Kurt Wiese. New York: Charles Scribner's Sons, 1949. Pp. 166. \$2.50.

Second and third graders will love having their teacher read to them the hilarious tales and poems in this book. It is a collection of both long and short stories and poems, some new, some old, but all having a theme of merriment. Among authors represented are A. A. Milne, Lewis Carroll, Laura Richards, Brother Grimm, Joseph Jacobs, and Margery Bianco. The pen-and-ink illustrations by Kurt Wiese are as merry as the stories and poems. D. E. W.

EDUCATIONAL CONFERENCES AND CONVENTIONS

March 26-29: National Association of Deans of Women,
Chicago, Illinois

March 28-31: National Council of Teachers of Mathe-
matics, Pittsburgh, Pennsylvania

April 1-4: National Conference on Higher Education,
Chicago, Illinois

April 16-20: American Association for Health, Physical
Education, and Recreation, Detroit, Michigan

April 18-21: International Council for Exceptional Chil-
dren, New York

May 2-5: American Industrial Arts Association, New
York City

May 16-20: National Conference on Citizenship, Wash-
ington, D. C.

July 1-7: National Education Association Annual Meet-
ing, San Francisco, California.

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WITH SUPPLEMENT

